I. CALL TO ORDER

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III. RECOGNITIONS ............................................................................ p. 3
    a. Champions for Children

IV. PUBLIC COMMENT – agenda items only

V. APPROVAL OF BOARD MINUTES
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VIII. OTHER BUSINESS

Update on special education leadership
Update on RMS Assistant Principal search
Update on RMS visioning process
Update on steam to gas conversion

IX. PROPOSED CALENDAR OF MEETINGS ..................................................... pp. 74-75

X. PUBLIC COMMENT – any subject, in accordance with Board Policy #132

XI. NON-PUBLIC SESSION – per RSA 91-A:3, IIc and RSA 91-A:3, IIId

XII. ADJOURNMENT
2016-2017
Champions for Children

Donna Wheeler ........................................ Abbot-Downing School
Judy DiPietro ........................................ Beaver Meadow School
Amylyn Wachter .................................... Broken Ground School
Lisa Donovan ......................................... Christa McAuliffe School
Corky Holley .......................................... Mill Brock School
Kevin Greene ........................................ Rundlett Middle School
Nick Cordova ........................................ Concord High School
Mark Sedutto ......................................... Concord High School
Andrew Spain ........................................ Concord High School
Concord School District
Board of Education
Regular monthly meeting
March 6, 2017

Board members present: Clint Cogswell, Barb Higgins, Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards, Pam Wicks; student representatives Esther Elonga and Rebecca Proulx

Board members absent: Tom Croteau, Nathan Fennessy

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities Matt Cashman

Agenda Item 1. Call to Order

Board President Clint Cogswell called the meeting to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda

The Board voted 7-0 to approve the agenda (motioned by Jennifer Patterson, seconded by Jim Richards).

Agenda Item 3. Presentation by Broken School (BGS) students

Principal Susan Lauze introduced members of the cast of the Kids in Action show, Willy Wonka, Jr., which will be staged on March 16, 17, 18. Cast members included Gavin Johnson, Andrew Hunton, Morgan Doherty, Franklyn Rosario Jr, Connor Anderson, Kylee Potter, Riley Toppin, David Wicks, Layla Mitchell and Ava Trento, who performed one number from the musical for the Board and audience.

Principal Lauze noted that each year, BGS focuses on common whole-school activities (teaching social skills like patience, compassion, self-control, assertion, etc.) at all-school meetings. This year they adopted the theme of the “Energy Bus,” by John Gordon.

Principal Lauze has been working with staff on the “Energy Bus” parable for adults. Members of the Energy Bus Delaney Duford, Erin Johnson, Gad Murwanashyaka, and Fabrice Nshuti presented a video about the Energy Bus on the school theme “be kind to each other,” in which they interviewed teachers and students. Delaney and Erin presented a “Kindness Award” to Superintendent Forsten. Fabrice and Gad presented an appreciation to every member of the Board.
Agenda Item 4. Public Comment—agenda items only

Concord resident Betty Hoadley presented a number of points about full-day kindergarten, referencing the February 22 Board Work Session. She noted that the issue of full-day kindergarten did not arise from the educational community—not teachers, nor a curriculum study committee, nor the administration, nor the Instructional Committee. The issue came primarily from spouses, friends, and campaign workers of residents who ran for state offices this past fall. It was in her opinion a blatant effort to get supporters for their platforms and get votes. She expressed hope the Board was not duped by spurious arguments, noting that five-year-olds will not learn substantially more in half a day for one school year. She said that a child will mature in its own time and following its own developmental process. Mrs. Hoadley noted that, when one educator remarked that full-day kindergarten will bring “social justice,” either she did not know or did not care about the existing preschool and extended day kindergarten programs in the District which address that very issue. Another argument given was that young families would flee to other communities that offered full-day kindergarten; Mrs. Hoadley suggested that Bow or Hopkinton might not be better options, with the possibility of a $12 million liability to Eversource over a contested and decreasing assessment of the Bow power plant over several years and one of the highest tax rates in the state, respectively. She noted that one young mother testified to the Board that her child said he was unhappy with half-day kindergarten “because he didn’t have enough of a chance to play.” Mrs. Hoadley said that these are among the special functions that families should cherish, and they do not need to be farmed out to professionally trained teachers who cost taxpayers as much as $90,000 annually in salary and benefits; the home setting is superior for providing children with family time and family values. Mrs. Hoadley noted that the preponderance of the argumentation for full-day kindergarten at the self-selected, invitation-only meeting back in October was that half-day kindergarten was inconvenient and a cost to those present in particular, reflecting an entitlement mindset characterized by “I want full-day kindergarten for MY child because it is important to ME—and I want every other taxpayer in Concord to pay for it.” Mrs. Hoadley remarked that one valid concern expressed by a proponent of full-day kindergarten was about how all the academics could get completed, but she believes that administrators should make it clear to kindergarten teachers that they are trained to get children ready for reading, writing, listening, speaking and learning quantitative procedures—not to provide a full-day curriculum in a half day. Mrs. Hoadley noted that the Board spent from September 12 to early November 2016 discussing a full-day kindergarten program, five options and then a “Plan B” contingency plan. She said with all this, the Board never discussed why it wanted full-day kindergarten and what it wanted it to be. The Board did not develop or publish standards, substance, or reach consensus that full-day kindergarten was superior to the current model. The “Why” wasn’t addressed; only the “How” was addressed. Mrs. Hoadley said that if the Board ever did establish the “Why,” no research was presented to assure a sustained high level
of student achievement, nor standards for evaluating the program's success. She said the
Board should take out a full- or half-page ad in the Monitor, for example, and tell the
community why it feels full-day kindergarten is a critical need.

Mrs. Hoadley distributed and reviewed a worksheet on tax-exempt properties in
Concord and showed how the $1.11 option on the Board members' "dashboard" would
create a new local education tax rate of $14.15, up $3.65 from the 2013 local tax rate of
$10.50. She said the Board is focusing only on the increase, not the total tax burden. She
noted that fully 27.5% of Concord properties are tax-exempt.

Mrs. Hoadley presented a number of reasons for the Board to choose not to fund full-
day kindergarten at this point in time: Don't cut in line before those waiting ahead
(RMS); Don't cut the really needy (RMS' history of air quality and numerous other
problems); Wait to find out about possible State of New Hampshire relief – building aid
and targeted aid for kindergarten programs have yet to be determined; Wait to see what
the real savings will be after the steam-to-gas conversion is complete; Consider that over
500 elementary students at four schools and in several grade levels will be affected and
have significantly larger class sizes with the proposed re-positioning of five elementary
teachers; Consider the enormous expense of implementing a full-day kindergarten
program when research indicates certain subgroups will benefit, but the majority will
achieve gains that dissipate by grade three, and consider Concord is already addressing
the needs of those subgroups through preschool programming and an extended day for
certain kindergarten students; Acknowledge that the Board has not come to consensus
on WHY full-day kindergarten is necessary at this time. She noted that unnamed
businessmen may indicate that "we really need full-day kindergarten," but their interest
is in their pocketbooks and they offer no data to support their claims.

Mrs. Hoadley requested that the Board have a roll call vote on every budget vote taken,
even if it is a vote on an interim budget, noting that the community deserves to know
how each member of the Board votes. She invited Board members to contact her to
discuss any of these issues.

Rebecca Proulx asked if Mrs. Hoadley did not support full-day kindergarten at all, to
which Mrs. Hoadley replied that full-day kindergarten "just arrived on the scene" last
year, and the timing to implement it is not right.

Board members thanked Mrs. Hoadley for her input.

Agenda Item 5. Recognitions

Student Board representative Esther Elonga noted that on February 13, CHS held an ELL
Parent Night, during which parents toured CRT, guidance, academic departments and
different classes, and learned about academic credits. The week of February 20 was
"Respect Week" at CHS, focusing on teen dating and sexual abuse and to increase the
level of respect at CHS. On March 18, the Be the Change Club will host a Youth
Leadership Summit. Keynote speaker Chastity Lord is chief external officer at
Achievement first and creator of the National Proofpoint Day, an annual movement that celebrates first-generation college students and graduates. Keynote speaker Ignatius McClellan is a Board member of Epilogos Charities. Concord senior Srilekha Nuli was named a National Merit Finalist, a very high honor.

Student Board representative Rebecca Proulx noted that Laila Ruffin was one of two finalists at the state Poetry Out Loud competition. She will go on to compete in Washington for a $20,000 prize if she is the state winner. CHS senior George Tarwo is only the 4th Tide wrestler ever to be crowned New England Champion, in an 8-6 victory in Providence, Rhode Island.

She congratulated both the boys’ and girls’ ice hockey teams, which are continuing to the semifinals. Junior Planning Night will be held on March 7, at which students and families are offered sessions about college preparation and financial aid. Guidance staff will be available to meet with families.

Agenda Item 6. Approval of Board Minutes

Mr. Cogswell reviewed the minutes of the regular monthly meeting on February 6. Several corrections were noted.

The Board voted 7-0 to approve the minutes of the regular monthly meeting on February 6 as amended (moved by Ms. Patterson, seconded by Maureen Redmond-Scura).

Mr. Cogswell reviewed the minutes of the Budget Work Sessions on February 8, February 15 (special education services), and February 20 (on facilities), and the Special Board meeting on February 15. Several corrections were noted.

The Board voted 7-0 to approve the minutes of the Budget Work Session on February 8, the Special Board meeting on February 15, the Budget Work Session on February 15, and the Budget Work Session on February 20 as amended (moved by Ms. Patterson, seconded by Barb Higgins).

The Board then discussed the Budget Work session on February 22. Several corrections were noted. Ms. Patterson noted that the point of the February 22 meeting was not to have a vote, but to have a discussion. Mr. Cogswell noted the presentation that is posted on the website for the February 22 meeting and said it addressed the “why” of full-day kindergarten. Pam Wicks said she is representing voters in Concord (District C) who want full-day kindergarten, or she would not be a member of the Board. Ms. Patterson reminded the public that Board members make decisions by talking to one another with information that falls within their jurisdiction, during public meetings. She said she begins each meeting not necessarily knowing how she may vote. She also noted that it is important for members of the public to either come to the meetings or watch the televised recordings. She reminded the public that Public Hearings on the budget are scheduled for March 20 and March 22. Ms. Higgins said it was frustrating to her that
very few Concord taxpayers actually come to Board meetings to give their feedback; she encouraged people to do so. Mr. Richards noted that the February 22 meeting was lively, and that he felt that Board members attended with open minds, having listened to various input. He noted that, while a budget will be posted this week, it is not the final budget, and said he hoped there will be considerable input from the public. He noted that Board members have received a lot of public input through emails or privately. Ms. Redmond-Scura noted that Ms. Wicks has stated that she is on the Board on a platform of full-day kindergarten, but she has also stated that increased class sizes will affect her own family and have concerned some of her constituents. Mr. Cogswell noted that if one simply read the meeting minutes, one would not get a complete picture of the budget, but as meetings are televised and streamed online, he recommended the public take the time to view them.

The Board voted 7-0 to approve the minutes of the Budget Work Session on February 22 as amended (moved by Ms. Higgins, seconded by Ms. Patterson).

Agenda Item 7. Personnel

Larry Prince presented one leave of absence.

The Board voted 7-0 to approve the leave of absence (moved by Ms. Higgins, seconded by Ms. Patterson).

Larry Prince presented several coach nominations.

Ross St. Onge, Spring Track Supplemental Coach, Concord High School, $1,223, Step 1, Group 13, 3.0%. Ross replaces Nicholas Zeras

Jessica Boezeman, Girls Spring Track Head Coach, Rundlett Middle School, $2,446, Step 3, Group 11, 6.0%. Jessica replaces Erica Pac

The Board voted 7-0 to approve the coach nominations as presented (moved by Ms. Higgins, seconded by Mr. Richards).

Update on RMS Principal search

Superintendent Terri Forsten noted that the candidate field has narrowed considerably, and that the search committee will bring forward a name at an upcoming meeting very soon. Once the RMS Principal position is filled, search committees for the Assistant Principal and Special Education Director positions will start their work. She hopes that the Board will see nominations by early April.

Agenda Item 8. Communications and Policy Committee

Communications and Policy Committee chairperson Jennifer Patterson presented the report of the meeting on February 13.
She reviewed the committee’s discussion about and changes to the eleven policies that were before the Board for a first reading: Policy #131 Regular School Board Meetings; Policy #131.1 Agenda – Administration and Publication; Policy #132 Agenda Preparation and Dissemination; Policy #134 Non-Public Sessions; Policy #135 Rules of Order; Policy #140 School Board Policies; Policy #140.1 School Superintendent Duties; Policy #140.2 Administrative Prerogative in the Absence of Policy; Policy #141 Policy Development/Revision; Policy #142 Exceptions to Policy; and Policy #143 Suspension of Policies Regarding Internal Board Operations.

Ms. Patterson reviewed the four policies before the Board for a second reading: Policy #121 Election of Officers; Policy #124 School Board Standing Committees; Policy #530 Wellness; and Policy #711 Student Transportation. There was no further discussion of these policies.

The Board voted 7-0 to adopt Policy #121 Elective Board Officers, as revised (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).

The Board voted 7-0 to adopt Policy #124 School Board Standing Committees, as revised (moved by Ms. Patterson, seconded by Mr. Richards).

The Board voted 7-0 to adopt Policy #530 Student Wellness, as revised (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).

The Board voted 7-0 to adopt Policy #711 Student Transportation Services, as revised (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).

Agenda Item 9. Other Business

Update on steam conversion project

Matt Cashman noted that construction at Concord High School (CHS) has entered its second week. He noted that the steam line is 13-15 feet below the surface, in the location where the new boilers will be installed; a temporary access road onto site has been established; hot water heaters and boilers have been ordered for the four schools. Subcontractors have been touring schools and engaging in pre-planning. Every Wednesday morning a construction meeting at Central is held, to plan and forecast. Demolition will take place after school lets out in June.

Mr. Cashman noted that on Sunday at 3 p.m. Tom Sica and Steve Rothenberg called to inform him that several coils froze and ruptured on the air handler unit in the basement of the East Building. Water started to run through the basement, affecting three classrooms with carpet and tile. Custodians Dan Gontarz and Wayne Roark and ServePro immediately began the work of cleaning up and drying out these spaces, which will continue until Wednesday. Several classrooms have been relocated and school has not been interrupted. He thanked the custodial staff for their hard work.
Superintendent Forsten noted that it was a teacher working on a Sunday who found this problem, and expressed appreciation for the staff who were working in the building.

Update on June calendar (last day of school)

Superintendent Forsten noted that the District now counts the number of instructional hours in an academic year, not days. Despite five snow days and four delayed openings this academic year, she said the District is still in a good place for instructional hours. She is determining with the Central Office team the last day of school.

Approval of bond sale

Business Administrator Jack Dunn noted that bond proceeds will be used for the steam conversion, technology upgrades, the CRTC childcare center renovation/ relocation, and buses. The bond sale occurred on March 1 and the District is supposed to be funded on March 14. In summary, Mr. Dunn noted that the District will receive $11,360,000 that will be paid back, and $726,812.25 that will be debt-free. The 20-year bond rate is 2.82%. There is a $28,482 increase to the amount for next year’s bond payment.

Ms. Higgins made the following motion:

Voted: that the sale of the $11,360,000 General Obligation School Bonds of the District dated March 14, 2017 (the “Bonds”), to Roosevelt & Cross, Inc. at the price of $12,086,812.25 and accrued interest is hereby approved and confirmed. The bonds shall be payable on March 1 of the years and in the principal amounts and bear interest at the respective rates, as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Interest Rate</th>
<th>Year</th>
<th>Amount</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$760,000</td>
<td>2.000%</td>
<td>2028</td>
<td>$475,000</td>
<td>2.500%</td>
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<tr>
<td>2019</td>
<td>760,000</td>
<td>3.000</td>
<td>2029</td>
<td>475,000</td>
<td>2.750</td>
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<td>2030</td>
<td>475,000</td>
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<td>2036</td>
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<tr>
<td>2027</td>
<td>565,000</td>
<td>5.000</td>
<td>2037</td>
<td>470,000</td>
<td>3.250</td>
</tr>
</tbody>
</table>

Further Voted: that in connection with the marketing and sale of the Bonds, the preparation and distribution of a Notice of Sale and Preliminary Official Statement dated February 22, 2017, and a final Official Statement dated March 1, 2017 (the “Official Statement”), each in such form as may be approved by the District Treasurer, be and hereby are ratified, confirmed, approved and adopted.

Further Voted: that the Bonds shall be subject to redemption, at the option of the District, upon such terms and conditions as are set forth in the Official Statement.
Further Voted: that the District Treasurer and the Board of Education be, and hereby are, authorized to execute and deliver a continuing disclosure undertaking in compliance with SEC Rule 15c2-12 in such form as may be approved by bond counsel to the District, which undertaking shall be incorporated by reference in the Bonds for the benefit of the holders of the Bonds from time to time.

Further Voted: that all things heretofore done and all action heretofore taken by the School Board and its officers and agents in its authorization of the projects and their financing are hereby ratified, approved and confirmed.

Further Voted: that we authorize and direct the District Treasurer to establish post issuance federal tax compliance procedures in such form as the District Treasurer and bond counsel deem sufficient, or if such procedures are currently in place, to review and update said procedures, in order to monitor and maintain the tax-exempt status of the Bonds.

Further Voted: that each member of the School Board, the District Clerk and the District Treasurer be and hereby are, authorized to take any and all such actions, and execute and deliver such certificates, receipts or other documents as may be determined by them, or any of them, to be necessary or convenient to carry into effect the provisions of the foregoing votes."

The Board voted 7-0 to approve the resolution as presented (moved by Ms. Higgins, seconded by Ms. Patterson).

Agenda Item 10. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board committee meetings for March and April.

Agenda Item 11. Public comment

There was no public comment.

Agenda Item 12. Adjournment

The Board voted 7-0 to adjourn (motioned by Ms. Higgins, seconded by Mr. Richards).

The meeting adjourned at 8:50 p.m.

Respectfully submitted,

Jennifer Patterson, Vice-President
Concord School District Board of Education  
Board Work Session #5  
March 8, 2017  

Board members present: President Clint Cogswell, Tom Croteau, Barb Higgins  
Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards (arrived at 5:40 p.m.), Pam Wicks  

Board member absent: Nathan Fennessy  
Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities and Planning Matt Cashman  

Board President Clint Cogswell called the meeting to order at 5:34 p.m., noting that this was the fifth meeting to discuss the FY 2017-2018 Superintendent’s proposed budget.

Superintendent Terri Forsten introduced a proposal to nominate Jim McCollum as Principal of Rundlett Middle School (RMS). Superintendent Forsten and Board president Clint Cogswell noted significant support from the RMS community for Mr. McCollum.

The Board voted 8-0 (motioned by Barb Higgins, seconded by Tom Croteau) to approve the recommendation of Jim McCollum as Principal of Rundlett Middle School.

The Board welcomed Mr. McCollum to the District as Rundlett’s Principal.

Superintendent Forsten introduced the current proposed budget option, based on feedback from previous meetings. Jim Richards arrived at 5:40 p.m. Mr. Cogswell asked for clarification regarding the following line items in the proposed budget:

- General supplies – Business Administrator Jack Dunn explained that much of this is to purchase playground mulch.
- Professional service for pupils – Mr. Dunn explained that this item is Bill White staff salaries (special education services).
- Salaries of managers – Mr. Dunn explained that that includes drop-out prevention and Central staff salaries.
- New furniture and fixtures – Mr. Dunn explained that most of this amount is furniture for a theoretical full-day kindergarten program, and will not apply if full-day kindergarten is not instituted.
- Replacement vehicles – Mr. Dunn and Mr. Cashman explained that this is to purchase a new plow truck.
• Dues and fees – Mr. Dunn said that he would review this line item and get back to Mr. Cogswell.

• Student transportation – Mr. Dunn explained that this is the cost of out-of-district and homeless transportation.

• Prepaid Masters', CEA – Mr. Dunn explained that this is a program in which the District provides pre-payment for certain employees who sign up for a Master’s degree program, rather than reimbursing them after completion.

• Conference and travel, CEA – Mr. Dunn and Mr. Prince explained that this is part of the negotiated CEA contract. Mr. Croteau asked for clarification. Mr. Prince explained that this is part of contract negotiations and is an amount of money set aside for professional development conferences and workshops.

Superintendent Forsten reviewed an updated early education scenario which would use Title I funds to create an extended-day program focused on kindergarten students with Title I learning needs. She noted that this would eliminate Title I programs at the middle school level, and explained that the District is not currently using those middle school funds fully, so the funds would be more beneficial at the elementary level. This would provide full-day kindergarten programs for approximately 30% of the District's current kindergarten students and would not affect the budget, as it would be grant-funded.

Jennifer Patterson asked what percentage of the Title I/ELL population would be reached by this proposal, and if the Board would need to make a decision on this right now, if it would not impact the budget. Superintendent Forsten explained that the scenario was offered as something else for the Board to consider, but that the Board did not need to make a decision right now. Barb Higgins asked for the administration’s reasoning for developing this option, and why this would be better than keeping things as they are. Superintendent Forsten explained that there have been ongoing discussions regarding Title I funding at the middle school level in light of needs at the elementary level. She noted that various studies have shown that early intervention may mitigate the need for these programs at upper grade levels. Mr. Croteau asked how the District could fully meet the needs of all eligible students should they want to take advantage of these programs, and Superintendent Forsten explained that not every free- or reduced lunch-qualified student is struggling academically, so that this large (~40%) population would not necessarily match the need for these programs. Jim Richards noted that the benefits which needier children receive from full-day kindergarten may be related to the inclusion of the general student population rather than the existence of the program.

Superintendent Forsten then presented a summary of the three full-day kindergarten options and their budget implications:
<table>
<thead>
<tr>
<th>SCENARIO 1</th>
<th>SCENARIO 2</th>
<th>SCENARIO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Day Kindergarten</td>
<td>Half-Day &amp; Full-Day</td>
<td>Title I Extended Day</td>
</tr>
<tr>
<td>All students (100%)</td>
<td>.67 Half-Day, .33 Full-Day (select students)</td>
<td>90 students (30%)</td>
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<td>District Funds $1,159,697</td>
<td>District Funds $392,129</td>
<td>Grant Funds $50</td>
</tr>
</tbody>
</table>

Mr. Dunn presented the updated budget option spreadsheet, noting the following adjustments:

- Mill Brook School – additional ELL Teacher – no budget impact
- Community Education – maintain in budget proposal – not a reduction
- Bond payment - additional cost – based on actual payment

Mr. Cogswell asked each Board member to provide individual feedback regarding including a full-day kindergarten program in next year’s budget.

Ms. Patterson emphasized that the Board should be putting forth the budget it would most like to support, collectively. She stated that her personal inclination was not to include full-day kindergarten in the budget this year, based on the timing of other large budget items which the Board cannot control, such as increases in New Hampshire Retirement System (NHRP). Ms. Patterson noted that in November she felt it was valuable to include full-day kindergarten in the budget discussions, but was later concerned about its impact on current programs, noting staff reductions causing larger class sizes. She reflected back on the District’s emphasis on equality and inclusion during the elementary school consolidation of several years ago, and noted that a partial full-day kindergarten program that is not available to ALL eligible children is in direct conflict with the concepts of equality and inclusion. She noted that the concept of charging tuition is also a point of concern for her. She stated that Board members are obligated to act in the best interests of the student community, and that it feels risky to implement programs contingent on grant funding given the current political climate. She added that the Board will not know until June whether full-day kindergarten funding in the governor’s proposed budget will pass. The District is already doing a great deal to help the populations that would be most impacted by full-day kindergarten. She noted that while the entire Board supports the concept of full-day kindergarten, the costs and inclusiveness of such a program and the resultant tax impact are significant concerns. She re-emphasized that now is not the time to institute a full-day kindergarten program as the District is not in a good position financially to institute a program for ALL students – only a subset. The tax increase, even without a full-day kindergarten program, is still significant, and she pointed out
that it is not the Board’s role to protest the state’s lawmaking – it is the responsibility of citizens who are not in a tax rate-responsible role, as Board members are.

Ms. Higgins noted that none of the Board members seem to feel good about any of the full-day kindergarten options, based on proposed staff reductions that would impact class sizes and resulting tax increases.

Mr. Croteau stated that full-day kindergarten is a good idea educationally and socially; however, increasing class sizes is a major concern both for students and teachers, particularly considering a steady increase in the needlier student populations. He stated that maybe this year is just not the right time, and that healthcare and retirement costs are unlikely to decrease next year. He noted that he has received both calls and emails from taxpayers, some expressing interest in full-day kindergarten, but more expressing concern over the increasing tax burden on local taxpayers. He stated that he also is very passionate about Rundlett Middle School, as that school will soon need much refurbishing or an entirely new building. Full-day kindergarten programs will not be funded with bond money – this will be a direct tax burden. He emphasized that the District’s current early education programs are excellent, and that not including a full-day kindergarten program in this year’s budget would not harm any student populations. He stated that he feels a duty to serve both the students and the adults in the community: the adults who may not be able to handle a huge tax increase, and the students who would benefit from full-day kindergarten. He noted that Board members have a duty to be mindful of both things at all times, and that this is not the only tax increase that Concord residents will feel this year – there will be more down the road from the city and other sources.

Maureen Redmond-Scura explained that she has reached out to and heard from taxpayers on both sides of the full-day kindergarten issue, with more people concerned over the tax burden than in support of including full-day kindergarten this year. She explained that studies have shown that instituting full-day kindergarten becomes a “slippery slope” to 100% community participation. She stated that she feels that the overall trend is moving away from preschool-aged children staying home and moving toward full-day kindergarten-type options. She echoed Mr. Croteau’s sentiment that the District’s current schools and programs are excellent and that to lose that quality in order to make this change would be unwise. While it would be great to be able to add a program without losing other programs, that scenario creates an enormous tax burden. She re-emphasized the District’s philosophy of equality and inclusion and how Concord’s status as a heavy refugee-resettlement city means teachers are teaching an enormous span of needs, from very needy/ELL students to very advanced students. To ask teachers to have additional students to their classrooms in order to add this extra program would cut into what the District is doing well, and would be unfair to current students, while adding full-day kindergarten without reducing current staff is an enormous burden on the taxpayer. Her overall feeling was that now is not the right time.

Jim Richards began by pointing out that taxes are still going up whether the Board institutes full-day kindergarten and, with that in mind, he has kept as open a mind as
possible and tried to solicit as much feedback as possible. He noted that most people have said to him to go ahead with full-day kindergarten, stating that the focus should be on the children, and that they are angrier about rising retirement, healthcare, and special education costs than about full-day kindergarten costs. He added that this seems like an issue of punishing kids versus not wanting to be the ones to raise taxes, and that while the Board may not measure all the right things, it should address the right things. He states that he is currently in favor of full-day kindergarten because the difference between the imminent tax rate increase excluding full-day kindergarten and the options including it is comparatively small. He stated that, if not this year, the Board should work to be able to afford it next year. He additionally noted that current larger classes were “made to work” this year, but added that he does not like the concept of larger class sizes and hopes the Board can find areas to cut other than teachers. He expressed a belief that parents who expressed interest in full-day kindergarten did so because they feel it is best for their kids, not as a cop-out or for convenience. He emphasized that the Board needs to look at full-day kindergarten on its merits and should work to fund it if they feel it is valuable enough. He added that if it does not happen this year, he will continue to work for it in subsequent years.

Barb Higgins noted that not including full-day kindergarten in this year’s budget does not mean Concord would never implement a full-day kindergarten program; it simply means the Board needs to take more time to ensure the community can financially support such a program. She felt it would be irresponsible to include a full-day kindergarten program benefiting 4-5 year olds at the expense of middle school programming or building improvements.

Pam Wicks emphasized that she campaigned and won her Board seat primarily on the issue of full-day kindergarten, as many of her constituents are in favor of such a program. She has heard from more people who want it than from those who do not. She expressed a feeling that if full-day kindergarten does not go into the budget this year, it may never go in, due to changing budget needs year-to-year. She noted that if the Board were to include it in the proposed budget and the subsequent public hearings indicated heavy opposition, the budget could be amended to remove the program. She would personally prefer to include the program in the budget and have to remove it due to public opposition than vice-versa. She acknowledged concerns over the tax rate and remarked that she would, personally, happily pay the tax increase to include full-day kindergarten without staff reductions, but noted that she is aware that this does not represent everyone’s financial situation. She also emphasized that though she supports full-day kindergarten, increasing class sizes are a concern to her.

Alana Kimball explained that this is a very personal issue as this decision would affect her own child. As an educator, she sees the benefit of full-day kindergarten for all groups of children, but fears larger class sizes, echoing Ms. Redmond-Scura’s sentiment about an undue burden on teachers needing to meet the educational needs of a vast range of student abilities, particularly with increasing class sizes. She noted that she does not want to sacrifice the quality of education of elementary and middle school students for full-day kindergarten.
Mr. Cogswell stated that he is a strong advocate for full-day kindergarten, as studies have shown that the neediest student populations benefit from early childhood intervention, thereby potentially mitigating rising special education costs. He noted that despite this, he would likely not support full-day kindergarten in this year’s budget due to the already-hefty tax burden. He explained that community members he has heard from are largely in favor of not hiking the tax rate in order to fund full-day kindergarten this year. He then asked the Board to create a motion for whether or not to include full-day kindergarten in the posted budget.

Ms. Patterson made the following motion, seconded by Mr. Croteau:

That the Concord School Board NOT include full-day kindergarten in its posted budget for the FY 2017-2018 school year.

Mr. Dunn and Superintendent Forsten clarified for Board members that a yeas vote represented an agreement that full-day kindergarten NOT be included in the posted budget, and a nays vote represented an opinion that full-day kindergarten BE included in the posted budget.

The Board voted 5-3 (those in favor: Barb Higgins, Jennifer Patterson, Clint Cogswell, Tom Croteau, Maureen Redmond-Scura; those opposed: Alana Kimball, Jim Richards, Pam Wicks; absent: Nathan Fennessy) to approve the above-named motion (motioned by Ms. Patterson, seconded by Mr. Croteau).

Mr. Dunn delineated the below motion for the Board to formally approve the preliminary FY 2017-2017 budget:

That the School Board post the Preliminary 2017-2018 Fiscal Year Budget for all funds of $84,853,512 with the General Fund portion totaling $79,524,388 with an amount of $56,097,882 to be raised in local and state taxes.

The Board voted 8-0 (absent: Mr. Fennessy) to approve the above-named motion (motioned by Ms. Higgins, seconded by Mr. Croteau).

Upcoming public hearings:

- Monday, March 20 at 7:00 p.m. at Mill Brook School – multi-purpose room
- Wednesday, March 22 at 5:30 p.m. at Rundlett Middle School – library-media center

The Board voted 8-0 (motioned by Ms. Patterson, seconded by Ms. Higgins) to adjourn.

The meeting adjourned at 7:20 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Concord School District  
Board of Education  
Board Budget Work Session: Enrollments and Staffing  
March 15, 2017

Board members present: Nathan Fennessey, Jennifer Patterson, Clint Cogswell, Tom Croteau, Maureen Redmond-Scra, Pam Wicks, Alana Kimball

Members absent: Barb Higgins, Jim Richards

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities and Planning Matt Cashman.

Building Administrators and presenters: CHS Principal Tom Sica, CRTC Director and Assistant Principal Steve Rothenberg

Mr. Cogswell opened the meeting at 5:35 p.m. and explained that the agenda was on RMS, CHS, and CRTC enrollments.

Superintendent Forsten noted that enrollment at each of the three levels (elementary, middle and high school) is projected to stay fairly steady over the next four years. Overall enrollment at the elementary school level is 53 students fewer; at Rundlett Middle School (RMS) 7 students fewer; and at Concord High School (CHS) 13 students fewer in the next year. Students attending CHS from Deerfield could show a small increase, but will be steady overall.

Business Administrator Jack Dunn explained that the decrease in the number of enrolled students will have an impact on adequacy revenue from the state. For the upcoming FY18 and FY19 school years, the per pupil base amount is $3,636 per student. If the number of students declines by 73, the District could expect a reduction in adequacy of $265,000 alone. This does not include an additional loss in revenue due to free and reduced-price lunch, special education, ELL, and 3rd grade level reading. This reduction in revenue will impact future budgets, since adequacy is always in arrears.

Superintendent Forsten spoke to projected staffing changes, and discussed the policy regarding class sizes and options for developing kindergarten programs. Staffing changes were outlined. There will be a variety of teaching positions reduced at CHS, a portion of the World Language program at RMS, 2.5 teacher positions at Mill Brook School (MBS), the addition of a .5 teacher position at Abbot-Downing School (ADS) and a 1.0 ELL teacher position at MBS. The enrollment grid was presented, which showed an average of 19 - 22 students per class. The grid shows increases and decreases throughout the District. A few classes that are high at Beaver Meadow School (BMS), ADS and Christa McAuliffe School (CMS) will continue to be monitored.
Nathan Fennessy shared his concern that two CMS kindergarten classes are in excess of class size policy guidelines. CMS also has a second-grade class that is over the class size guidelines; it was noted that this year’s second grade is a large class. Superintendent Forsten reminded the Board that the Principals will communicate with her if classes are getting too large. The administration has worked with a couple of families to send their students to smaller classes at other elementary schools.

The World Language program offered in grade 7 is an opportunity for students to gain exposure to each of the four languages offered (French, Spanish, German and Latin), then decide what they would like to study the following year. Jennifer Patterson requested more discussion at the Work Session on March 27 to explore this further.

CHS Principal Tom Sica and CHS Assistant Principal/CRTC Director Steve Rothenberg offered information regarding enrollment at CHS and (Capital Region Technical Center (CRTC) for next fall. Mr. Sica mentioned that CHS guidance counselors are engaging students now to look at their “big four-year plan.” Course registration outreach starts with grade 8 for RMS and Deerfield students. After midterms, students began signing up for fall 2017 classes. Trends that include offering a semester-long versus an all-year offering would show enrollments are down in art, by 0.4 with a class size just under 25 students. In Business, there is no change to staff, and an average class size of 27. Digital Education is down by .10 FTE one semester. English has an average class size of 25 students, without a reduction in the English department. Math has a reduction of 0.4 FTE; a staff member in that department is retiring, and the administration is considering absorbing that loss. Enrollments in Music classes continue to grow, with no changes being considered. The administration is considering combining the work of several English courses, so courses like British Literature and Shakespeare Studies may be combined. Mr. Sica explained that English and Social Studies classes average 24 students, but Biology classes would have 23.2 students per class, offering consistency for the freshman class sizes. Mr. Rothenberg mentioned that Tech Education, Drafting I, and Engineering class sizes range from 26, 27 and 18, respectively. Mr. Sica mentioned that Algebra has 25.8 students per class, with 10 sections for next year. Chemistry will have 17 sections with class sizes of just under 23; class size in these programs is normally 24. Social Studies has a 40% reduction and World Language has a 20% reduction; specifically, French and Latin are slowly reducing, so the administration is considering combining classes (for example, Latin 4 and 5 could be combined). There has been some interest expressed in offering a Mandarin Chinese course; the Instructional Committee may consider this for fall 2018. Maureen Redmond-Scura asked about VLACS classes, and Mr. Sica explained that the administration is exploring languages that are not offered at CHS.

Mr. Rothenberg noted that Auto Tech I and II have seen a significant increase in interest, including return interest from current students. Culinary Arts is a current concern, with decreasing enrollments this year – the concern is not just in Concord, but statewide. Mr. Rothenberg mentioned that 18 is the targeted number of students per class for this course. He noted that Computer Engineering is moving away from fixing computers
and moving toward programming computers. Fire Science declined in enrollments; the administration is considering taking a year off for this program; Fire Science is taught by actual Fire Department employees and EMT personnel. Health Science is very strong: “We have two teachers now and we are going forward with this number for next year.” Many of these students wish to go into the fields of nursing, physical therapy, occupational therapy and even veterinarian science. Teacher Prep enrollment numbers declined, as did Theater Prep, so the administration is examining ways to tweak and improve these programs.

Superintendent Forsten presented a question-and-answer document on full-day kindergarten (FDK), developed in collaboration with Ms. Patterson, Mr. Dunn and Donna Palley, that included greater detail on eight questions. The intent is that the document will be posted so the public can use it as a reference to understand the issues and topics related to FDK and the associated decision process by the Board. Discussion followed about detailing some of the figures on the question-and-answer document. Ms. Patterson requested that Mr. Dunn should review these numbers and bring clarity to the form. The request was made that the document be submitted to the Monitor for publication by Thursday, March 16, 2017.

Board members discussed the Governor’s targeted kindergarten funding proposal. Ms. Patterson noted that she had examined HB 2 and felt that funding would not be available to support the budget next year even if the bill were to pass. Next year’s adequacy funding is based on this year’s enrollment and, because of this, the District would not receive funding next year if the Board were to implement FDK. Mr. Cogswell noted that the Commissioner for Education, Frank Edelblut, mentioned that the Governor’s targeted funding would average out to about $100 per child. Superintendent Forsten told the Board that she is planning to offer Mr. Edelblut the opportunity to visit Concord schools.

Mr. Dunn presented a FY 17 budget update, noting that with the conversion from steam to natural gas there may be $82,000 in savings; however, the District will have spent over $1 million on steam heat this season alone. In addition, there is likely to be a deficit in the snow plowing accounts of -$15,000, and special education out-of-District (OOD) placements are showing a deficit of -$537,000. The administration projected -$480,000 when it prepared the budget. Mr. Dunn noted that he is working on a projection for Food Service as well. The unreserved fund balanced balance is currently at $1.074 million. The FY18 Budget was developed having at least $1.325 million in savings from FY17. If the $1.325 million is not achieved, the Board would have to consider additional cuts or increase the amount of revenue raised in local taxes. Mr. Dunn also informed the Board that, because the Board acted quickly on the bond, it avoided the impact of the recent Federal Reserve interest rate increase. The impact would have resulted in additional interest of $257,000 over the 20-year bond, or the need for an additional $27,000 in next year’s budget.

Mr. Dunn informed Board members that he placed a draft document in the budget folder that explains each of the important numbers on their electronic “dashboard.” The
explanation of fields includes total appropriations, revenue, unreserved fund balance, local tax rate, state tax rate, total local and state tax, valuations, and more.

The Board voted 8-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Fennessy).

The meeting adjourned at 7:37 pm.

Respectfully submitted,

Tom Croteau, Secretary
Matt Cashman, Recorder
Board President Clint Cogswell called the meeting to order at 7:02 p.m., noting that it was the first public hearing to discuss the FY17-18 budget. He established several ground rules, including limiting speaker time length to ensure participants have adequate time to speak and refraining from applause in between speakers.

Superintendent Forsten briefly reviewed the agenda, which was as follows:

- Budget 2017–2018 Goals
- New program considerations (aka FDK)
- Budget reductions
- Expenditures
- Revenues
- Budget summary
- Other considerations – unknowns
- Questions – public comment

Superintendent Forsten reviewed the five budget goals:

1. Regular education
   a. Maintain class sizes within the guidelines of School Board Policy #641
   b. Respond in a responsible manner to the changes in student enrollment
   c. Include options for developing expanded kindergarten programs

2. Curriculum instruction and assessment
   a. Continue science and STEM program development with Next Generation Science Standards
   b. Further develop implementation of college- and career-aligned studies

3. Special education programs and services
   a. Develop special education leadership to support staff supervision and program development
   b. Improve programming to support the needs of students with serious social, emotional and behavioral challenges and autism

4. Capital purchases
a. Use stable, sustainable methods for major purchases, capital improvements and for replacement plans within the budget constraints

5. Debt service
   a. Maintain 5% of the operating budget for debt service
   b. Attain a bond to complete the conversion from steam to natural gas, CRTC childcare building, and purchase of school buses and technology

She also noted the new program consideration of full-day kindergarten.

Business Administrator Jack Dunn reviewed the budget reductions, noting the particular impact of the Concord Steam conversion and the New Hampshire Retirement System (NHRS) cost increase. He also noted increasing special education costs and NHRS rate.

Mr. Dunn then moved on to review revenue sources for the District, which include local, state and federal funds, with the bulk coming from the state.

**FY18 BUDGET: $23,426,505 (29%)**

- **Local - $3,966,403**  ($218,907)
  - Tuition, Transportation, Building Rental, Athletics, PILOT
- **State - $16,155,653**  +$365,399
  - Catastrophic Aid, Adequacy, Building Aid (grandfathered), Vocational Aid
- **Federal - $1,929,449**  ($395,377)
  - Medicaid, E-Rate, Bond Interest Rebates *(reduced due to sequestration)*
- **Transfers - $90,000**  ($228,901)
  - From Grants *(Indirect)* and Expendable Trust Funds
- **Unreserved Fund Balance - $1,325,000**  ($1,070,975)
  - Savings from Prior Year Budget

**Change – ($1,541,761) or (6.61%)**

Mr. Dunn reviewed other consideration and unknown factors that affect budget planning, including union negotiations, the Rundlett Middle School study and subsequent follow-up, and city, state and federal considerations.

**Board**

- Negotiations - 2017-2018: 5 Collective Bargaining Groups *(Teachers, Instructional Assistants, Maintenance, Transportation and Food Service)*
- Rundlett Middle School Study – to be completed July 2017, then what?
- 2018-2019 Budget - get back to where we are now
- Catastrophic Aid *(special education)*
- Adequacy - Current Year: $3,636.08 for full-time students, and $1,818.04 (1/2 day or full day) for Kindergarteners
- Capital Improvements *(April 2017 – Review Capital Improvement Plan, Capital Facilities Committee)*
Declining Enrollment (predicted to be somewhat steady – 1% annually) – Impact on Revenue ($3,636 per student as of current year)

City
- Budget (starting soon)
- Commercial and Residential Real Growth (mall valued @ over $80 million in 2007, now $18 million)
- Utility Valuation – HB 324

State
- Bi-Annual Budget
- Legislation - State pension cost contributions (HB 413) (HB 415), FDK funding (SB191, HB 155), emergency aid, building aid moratorium, Charter School

Federal
- Medicaid Funding
- Title I Funding
- After School Program Funding
- Charter and Private School Funding

Mr. Cogswell then opened the floor for public comment.

Sarah Robbins is a Concord parent and homeowner, said she understands arguments against full-day kindergarten (FDK), but feels that education is a socioeconomic issue. FDK means parents can have a full day of autonomy and allows children to develop social skills and educational development to keep them on par with their peers. She suggested the community will decide what kind of place Concord is going to be for all families, and FDK is a commitment to that.

Karen Jewell is a longtime Concord resident and certified early childhood educator, and a recently retired kindergarten teacher from Manchester. She said she can personally attest to the success of full-day programs, noted that children adjusted rapidly and that the social and emotional work that goes on in a kindergarten classroom is important for children, as it is a transition between the home/pre-kindergarten and the school setting. She said that kindergarten provides an environment to transition from fear to trust, and teaches children how to care for themselves and others. She said that academics are important but sometimes the aspect of care is forgotten, but is a critical element of education.

Charlie Russell is a Concord homeowner/taxpayer who said he is dismayed at the ever-increasing tax bill. He noted that the Concord Steam conversion and NHRS costs are not under the Board’s control, but issues like FDK are. He said he agrees with the benefit of FDK, but feels this is not the year due to the existing, unavoidable costs. He emphasized that seniors and others with fixed incomes struggle with higher tax rates.

Mary Wilke is a retired Concord teacher who emphasized that FDK is beneficial for children to start on an even playing field (half-day K kids vs. FDK kids). She emphasized the importance of socialization at the kindergarten level. She said she does not want teacher cuts, which would increase some class sizes. She said she is on a fixed
income and is willing to pay the tax increase to add kindergarten without cutting teachers.

Susan Lauze has been the Principal at Broken Ground School (BCS) for 14 years and is a Concord resident. She noted that the proposed two-teacher cut would increase the size of ten 4th and 5th grade classes to 26-27 students. BCS has previously had larger class sizes, and keeping class sizes down is critical to ensure teacher-student interaction. She urged that elementary class sizes be placed at the highest priority level.

Ken Georgevitz is a Concord resident whose children graduated from Concord schools. He emphasized the additional city and county tax rate increases, which may increase the tax rate by 10-15% in total. He strongly recommended that FDK be postponed this year due to the enormous tax burden.

Brenda Barth said she feels that FDK should not be treated as a numbers issue vs. a human issue. She said she is worried about teacher cuts, which will negatively impact the community if the education level is not strong and said she was unsure how teacher cuts would benefit Concord children. She said she respects those on fixed income, but feels most are willing to pay for quality education. She emphasized both class sizes and not cutting teachers.

Dwight Keynes is a Concord resident, who said he was grateful for teachers throughout his own life and has a 5-year-old great-grandson he is hoping can attend FDK next year. He noted that 70% of New Hampshire districts have FDK and was surprised that Concord does not.

Rusty Cofrin is a former Concord School Board member and Concord resident whose children are all Concord High School graduates, a retired math teacher and coach. He said he is not in favor of FDK this year, as there are too many other, unavoidable significant, high-cost items in the budget. He noted that, like home budgets, the District cannot spend what it does not have. Mr. Cofrin commented that for the past several years the tax rate has not spiked and has seemed reasonable, but his tax bill spiked last year. He said that he agrees that FDK is a good idea, but he does not want to include it if it involves such a high tax increase. He said that he does not believe state funds would cover FDK, even if the proposal does pass this summer. He commented that if FDK is included in this year’s budget, the Board should cut an equal amount from the budget out of fairness to Concord taxpayers, whether or not that includes teachers.

There was a question from the audience (name not given) asking if FDK is implemented whether that would change the configuration of other classes and whether other students would be impacted in a negative way.

Mr. Cogswell noted that this would possibly be the case, and that the Board is looking at this issue.

Sarah Sadowski is a Concord resident who said that she wants to see Concord preserve its reputation for quality education.
Kerri Stone is a Concord resident with two children in the District. She said that she volunteered in her daughter’s kindergarten class last year and felt that half-day program did not seem to provide enough time to develop social skills while also completing the educational curriculum. She said that “kids can’t be kids” in a half-day program, especially with the Common Core curriculum. She also urged keeping all teachers and said it is okay to pay the higher tax rate.

Roy Schweiker is a lifelong Concord resident who noted that increasing Concord’s population is not a benefit, based on previous public comments. His said his own fixed income is decreasing, not even staying level. He said he feels that the costs of technology and the ELL program are also unnecessarily high, and that federal/state funding would help carry the financial burden of the refugee population.

Adam Lessner is a Concord resident who asked the Board not to tie the implementation of FDK programming to staffing cuts.

Christy Bartlett is a Concord resident and New Hampshire Representative whose children went through Concord schools. She said that she agrees with previous comments that FDK is a socioeconomic issue. She noted that the aggregate monthly tax increase is less than a monthly car payment and is a worthy investment in the community.

Betsy McNamara is a Concord resident who emphasized the importance of social and emotional development that takes place in kindergarten, in addition to education. She said that FDK will be important in attracting families with young children to the Concord community.

Karen Hicks is a Concord homeowner and parent. She said many studies show a clear benefit of quality early childhood programming and early intervention for at-risk children (single-parent households, low income) and that New Hampshire is one of eight states without significant public preschool programming. She said she feels there will never be a “convenient time to take the financial plunge,” the budget will always have pressing issues and that we just need to do it.

David Parker is a Concord resident and educator. He emphasized that FDK is not the sole issue in this budget discussion. He said he is worried that, over time, the Board will lose support of the community by continuously spiking the tax rate. He acknowledged the support of early childhood education, but worried about the declining community population with increasing tax rates.

Joe Donnelly is a Concord resident with two children in the District. He said he feels that the current half-day kindergarten programming will not support STEM education and Next Generation Science Standards. He also said cutting teachers and increasing class sizes will be detrimental to students.

Margrethe Fjelsted is a Concord resident who was attracted to Concord based on education quality and relatively lower taxes. She said she is worried about the tax rate increase, especially for single-income households. She urged the Board to consider
both quality education and the tax rate and to keep half-day kindergarten programs as an option for families whether or not FDK is implemented.

Christina Perry is a Concord homeowner and CHS teacher. She said she feels taxes are a privilege in a civilized society and said she is happy to pay higher taxes if it ensures quality education and mitigates the gaps between “haves” and “have-nots.” She said the higher-grade curriculum assumes FDK education for children and that she felt the gap widens with increasing grade levels.

Katie Robert is a Concord resident and parent who moved to Concord specifically because of quality education and its diverse community and who supports FDK.

Jeff Edmonds is a Concord resident and parent. He noted that FDK is not a crisis—rather, the required conversion from Concord Steam is a crisis. He said he feels there is never a good time to expand the budget, but that FDK is the right thing to do as an investment in the community’s children.

David Abrams is a Concord resident with children in Concord schools. He said he represents the “desirable younger demographic” mentioned by previous speakers. He urged the Board to consider why school exists and said he feels the social and emotional benefit of kindergarten cannot be overstated. He said that education prepares children to enter the workforce, and that workplaces are not half-day. He said he is not in favor of teacher cuts.

Nicole Albee is a Concord resident and parent, who said her personal experience is that children strive for the structure and stimulation of all-day school. She said she is not in favor of teacher cuts.

Julie Peterson is a Concord resident and parent. She said she is not in favor of teacher cuts and suggested that implementation of FDK could perhaps wait until next year, with such high taxes this year. She noted the existing extended-day kindergarten program is an option until FDK gets instituted.

Mr. Cogswell thanked the attendees for their participation.

The meeting adjourned at 8:45 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Concord School District
Board of Education
Public Hearing
March 22, 2017

Board members present: Clint Cogswell, Tom Croteau, Barb Higgins
Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards, Pam Wicks, Nathan Fennessy

Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities and Planning Matt Cashman

Board President Clint Cogswell called the meeting to order at 5:30 p.m., noting that it was the second public hearing to discuss the FY17-18 budget. He established several ground rules, including limiting speaker time length to ensure participants have adequate time to speak, and refraining from applause in between speakers.

Superintendent Forsten briefly reviewed the agenda:
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- Budget summary
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She also noted the new program consideration of full-day kindergarten.

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**Board**

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- Catastrophic Aid (special education)
• Adequacy - Current Year: $3,636.08 for full-time students, and $1,818.04 (1/2 day or full day) for Kindergarteners
• Capital Improvements (April 2017 – Review Capital Improvement Plan, Capital Facilities Committee)
• Declining Enrollment (predicted to be somewhat steady – 1% annually) – Impact on Revenue ($3,636 per student as of current year)

City
• Budget (starting soon)
• Commercial and Residential Real Growth (mall valued @ over $80 million in 2007, now $18 million)
• Utility Valuation – HB 324

State
• Bi-Annual Budget
• Legislation - State pension cost contributions (HB 413) (HB 415), FDK funding (SB191, HB 155), emergency aid, building aid moratorium, Charter School

Federal
• Medicaid Funding
• Title I Funding
• After School Program Funding
• Charter and Private School Funding

Mr. Cogswell then opened the floor for public comment.

Don Jewell spoke against cutting the 7th grade World Language exploratory program. His sons benefited from the exposure to languages in the 7th grade: one son took Latin in the 8th grade and continued it for a total of five years of Latin study, which was a considerable benefit to him; another son also took Latin in 8th grade; and another took German in his Junior year, a result of the exposure in the 7th grade program. He thinks world languages are important at this point in time. He also wanted to thank the Board for its considerable deliberations on full-day kindergarten. He thinks this budget issue has been well represented at the Board level, and the 5-3 vote showed a healthy debate. He would encourage the Board to maintain the budget as it is.

Maureen Adams spoke in favor of the 7th grade World Language program. She has three children, two in 7th grade and an 11th grader. Her children have experienced living in another country. She advocates beginning World Language at an earlier age. She was concerned that a visiting friend from Germany was not allowed to attend school at Rundlett with her children during the period of the visit. Her children had been able to visit at a German school when they were there. She noted that it is important for our children to learn about different cultures. She believes language study has a positive impact on future job opportunities and opens up the world to children.

Karen Paddleford spoke in favor of adding full-day kindergarten to the budget. She is a resident, a taxpayer and the parent of two young children. She was a member of the
District's Early Childhood Education Steering Committee. She has been impressed by the work of her child's current half-day kindergarten teacher and would like to see full-day kindergarten offered to provide more time for play-based learning. She indicated that this is an issue of equity, that all children should have a chance to have this experience, which would reduce disparities.

Nancy Diamond is a pediatric health care professional. She noted the challenges of a half-day kindergarten, as transitions are very difficult for young children. She advocated for a full-day kindergarten program as a healthier choice for kindergarten students.

Tom Ficarra supported the 7th grade World Language program. His said his job in Manchester brings him into contact with many refugees in that city. He noted that they speak one or more languages beyond English, and are therefore well situated in our economy, as having language skills is important in the world economy. His children had valuable experiences with the 7th grade World Language program in Concord.

Pam Fan is a Concord resident and taxpayer. She reminded the Board that the money in the budget comes from taxpayers. In Concord, the taxes are going up, and when she retires, she worries that she will not be able to afford to stay in Concord. She noted that when two parents are forced to work, they are not there for their children. Taxes shouldn't be so high that both parents are forced to work in order to pay them. She asked the Board to please be careful about raising the taxes too much – young people as well as older residents will not be able to remain in the city if taxes are too high.

Ham Munnell is a Concord resident, parent of two children in the District, and a District teacher. He advocated keeping two great young talented teachers in the District. He noted that they are both Concord graduates and will be casualties of the budget cuts. He said that both Shawn Moseley and Dan Breen are teachers and coaches who go above and beyond with students, and hoped that a way can be found to keep these two young men in the District.

Patrick Lang is the parent of a Concord High School (CHS) graduate. He assumed one of the goals of a Concord education is to help students appreciate cultural diversity and, because of the World Language teachers, his daughter has a passion for language, took four years of German in high school and studied German in college. She benefited from the early start in 7th grade. He asked the Board to reconsider the cut.

George Tarwo is a senior at CHS and a captain of the wrestling team. He asked the Board to keep Mr. Moseley and Mr. Breen as coaches and teachers, noting that they have helped both him and his younger brother academically.

Tristan Sharich is a freshman at CHS and came before the Board to support Mr. Moseley and Mr. Breen. He indicated that these individuals are quality people and deserve to have their jobs. He noted that older teachers cost more, and suggested that the Board cut an older teacher who might not try as hard as these two teachers.

David Shore is a CHS graduate who spoke on behalf of the 7th grade language program. He noted that he does not remember much about middle school, about 10 years ago for
him, but remembers very specific things he was taught during the World Language exploratory program, including his Latin name. He noted that his family moved to Concord from Epsom because they were looking for better educational opportunities, including a wonderful World Language program. Mr. Shore went on to take five years of Latin at CHS, and complimented his teachers on the great job they did.

Marie Lang is a CHS graduate who studied German for five years in high school. She spoke in favor of keeping the 7th grade World Language program, saying she remembered many things she learned while being exposed to all four languages. Ms. Lang then took four more years of German in college, and is now an IT attorney in Concord, where she is able to work with clients in German because of her language proficiency. She feels that language study makes students more competitive in the work world and would hate for them to lose this advantage.

Jennifer Walton is the parent of two students, one at Broken Ground School (BGS) and one at RMS. She spoke in favor of full-day kindergarten, noting that she would pay additional taxes to support it. She thinks highly of the principal and staff at BGS, and is confident they could rise to the challenge of higher class sizes if this came about, but asked the Board not to raise class size higher than 25, especially at the start of the year. She would prefer staffing levels to stay where they are now. She also supported the World Language program in 7th grade. She said her son has spoken highly of Mr. Moseley as a teacher.

Joanne Wagner is the parent of several student wrestlers at CHS, who have also had some learning challenges. Mr. Breen and Mr. Moseley were pivotal in building confidence in her sons to help them build strength as students, and also gave a lot of time with students beyond the school day.

Peter Rosen is an 18-year resident of Concord. Two of his sons went to Rundlett Middle School (RMS) and one was especially impressed with the World Language program there. He participated in the CHS GAP study abroad in Germany, and also participated in a semester abroad. Mr. Rosen noted that parents have choices of public or private schools, and said he would not want to see continued cuts in quality programs that will result in parents choosing private school over public school. He supported keeping the exploratory language program in the 7th grade.

Curtis Barry has had three children at CHS. When deciding where to live, his family decided on Concord because of the robust menu of options and opportunities, including the language and music programs. He suggested that the 7th grade World Language exploratory program offers value to student to help them make an informed decision about World Language study. He noted that this is a cut that does not seem to be driven by enrollment, and it is an offering that is presented to every single student. He questioned why this cut is being considered.

Daniel Reinemann is a CHS graduate who has just returned from a year teaching English in China. He offered strong support for the exploratory language program at RMS, saying that he found it to be an amazing opportunity to explore all four language
options, which helped to inform students' choice. He studied five years of German at CHS, and participated in the GAPP program. He went on to study Chinese at college. He noted that cultural exposure is important and opens up new aspects of the world to students. In other countries, children start studying another language at the 3rd grade level. He asked that the Board not cut the exploratory program, noting that language study provides an edge in the global economy.

Tom McCloud has lived in Concord for a long time, and noted that Concord has excellent schools. He complimented the Board members for giving their time. He asked the Board to keep the budget as it is proposed, without full-day kindergarten. He asked the Board to focus on solving the heating program and building a brand new middle school. He does not trust that the government, either at the state or federal level, will give the District funds to help out. He would love to say go ahead and do full-day kindergarten, but right now, the fiscal climate is just not conducive to it.

Zack Sheehan graduated from CHS in 2010, and has recently moved back to the state. He has no children and so would not personally benefit from full-day kindergarten, but he is potentially buying a house, and would gladly pay more to support such a program. He noted that early childhood education is important and that, while he is not directly benefiting from it, he supports full-day kindergarten.

Alison Holt is of the mother of two young children. She believes that full-day kindergarten will add value to the District, which is important to attract young families to the city. She believes that full-day kindergarten is a good investment, with every dollar put into early childhood education coming back as a benefit.

Kim Saffian graduated from CHS and has had four children go through the system, with one child still at CHS. She is not in favor of the Board cutting the 7th grade exploratory language program. If anything, she would want this to start earlier, in the elementary schools. She is in favor of full-day kindergarten for consistency in the early years of development. She also noted that the coach is amazing, and that the District cannot afford to lose teachers like him. She noted that she is a taxpayer, and she would be happy to have taxes raised, as kids are most important.

Emma Sisti is a taxpayer who was born and raised in Concord, and attended Concord schools. She is the parent of three boys under the age of 6, including a first grader who attended full-day private kindergarten. She said she worried about her son's transitions during the day, and felt he needed a full-day program to set him up for success. She noted that in her first teacher conference with her child's first grade teacher, the teacher said that children who came from private kindergartens are more focused and better able to benefit from a full day of first grade. She would want young families to move to Concord, and not end up choosing neighboring communities like Bow, Hopkinton and the Merrimack Valley District because they offer full-day kindergarten.

Brian Hopkins lives in Ward 10 and has a 2-year old child. He asked the Board to include full-day kindergarten for his child and others who might be attracted to Concord. Other communities are moving to full-day programs, and he asked the Board
not to fall behind. He noted that the Board should not let this be the reason people move to other communities with full-day kindergarten.

David Abrams noted that he also spoke at the budget hearing on Monday. He is not in favor of cuts to teachers or to the World Language program. He is a parent of children in kindergarten and second grade and is in favor of full-day kindergarten. He noted that there are kids in the community who have nothing, no support at home, and if you send them to a public kindergarten for just 2.5 hours, they return home to nothing. He also noted that the math standards assume a full-day curriculum and this would cause a problem in subsequent grades. He understands that higher taxes put a strain on older taxpayers, but he noted that the students invested in now will provide a greater economic benefit than older taxpayers who will not be around in the future. He also urged people to go to the state and demand more revenue sources.

Jonah Felstead is the parent of several children, including an upcoming kindergartener. He would like to have the kindergarten program remain as half-time. He does not think the research studies show long-term benefit for full-day kindergarten. He and his wife decided to move to Concord because the tax rate was reasonable. He would be concerned if the tax rate went up.

Sarah Hayes is a CHS graduate and a German teacher at the school. She also participated in the 7th grade exploratory language program and thinks it would be a mistake to cut it from the budget. She noted that there seems to be a connection between World Language study and career pathways, describing a number of peers from high school who have gone on to have careers that were closely connected to World Language study. She also noted that cultural study and empathy is important at this time. Learning new languages helps student learn about other cultures and those who are different.

Chuck McGee is a resident of Ward 10 with five younger children. He thanked the Board members for their hard work on the budget, and noted that they put needs ahead of wants in the budget. In these times, with the numbers that the Board and taxpayers are facing, he believes the Board has done an excellent job developing the budget and he asked them to stick to the budget that has been proposed. The City and county have needs as well, so he asked the Board to hold the line for now, potentially considering other items in future years.

John Tobin lives in Concord and his children went through the Concord Schools. He noted that the Board always has taken the long view in its decisions. He hoped that the Board would support full-day kindergarten. He noted that the taxpayer will pay about $80 per year for kindergarten and he is happy to pay this increase. He asked the Board to step away from the intergenerational conflict, noting that the intergenerational social compact is important. His children have benefited from the educational program in Concord and said he felt his obligation was to maintain the strength of the system and respond to new needs in the future.
Rick Johnson asked whether cuts were proposed relative to the Capitol Center for the Arts, which he described as a valuable program. Superintendent Forsten indicated that there are no proposed cuts to this program in this budget.

Madeleine Mineau is the mother of two young children and was a member of the Early Childhood Education Steering Committee. She spoke in favor of full-day kindergarten, noting that her children will be sent to a full-day program no matter what, but she wants all people to have this chance, and sees it as a matter of equity. She believes that there will always be funding concerns each year, and would like to see this budgeted now.

Byron Champlin is a resident of Ward 4 who noted that he understands the difficulty of balancing the needs of children with concerns about taxes, but is in favor of full-day kindergarten. He noted that the defensive stance is to be frugal and cull what is needed and not needed. The offensive stance is to not avoid programs that are valuable and economically important. In our city, full-day kindergarten is important for employers and employees as they consider coming to Concord. He believes that Concord needs to show a strong school system that will support the aspirations of young workers as they look at the lives they want their children to lead.

Nancy Emery is a retired CHS Latin teacher who designed the World Language exploratory program in the 1990s. She described the program, noting that at each of the four rotations, students have an introduction to a language that is lively and engaging, so when they have a chance to choose, they make an informed choice. These early skills are directly related to other important skills in language learning. Language also conveys a culture, and now with nationalism on the rise, she believes that this gives students a chance to make connections with others around the world.

Eaton Tarbell spoke against cutting Mr. Breen’s and Mr. Moseley’s positions. He said he knows them from the perspective of their wrestling coaching and their teaching, and describes them as great assets to the District.

Leeza Richter is a student at CHS who spoke against cuts in the World Language program at the RMS. She said she has had excellent language teachers at CHS.

Kelly Lainey is the parent of four children, including a senior and a sixth grader. She expressed support for Mr. Moseley, who has been an important teacher to her son. Her daughter studied three languages at CHS and studied abroad. This came from her experience at 7th grade, where she was introduced to languages and decided she wanted to study them all. Her son has a double major in Chinese and German, and this has led to employment opportunities for him.

Brooke Mulkerron has three children in Concord Schools, at Mill Brook (MBS) and BGS. She spoke against cutting teachers at the higher elementary levels. She is a substitute teacher at BGS and MBS and does not want to overload teachers with more students.

Bob Brown is a taxpayer and 8th grade US History and Civics teacher at RMS. He shared informal, unscientific information from two of his 8th grade classes, where several students brought the proposed World Language cut up to him. He was surprised that
students discussed this, as they do not usually bring this kind of thing up, and noted that this speaks to the power of that course.

Connie Colton is the parent of four children who went through Concord schools. Each took the 7th grade exploratory, and each continued their language studies at 8th grade and into high school. She worries that if students do not have the exploratory course in 7th grade, they may not choose a language course for the 8th grade, resulting in many fewer students taking World Language courses.

Michael Shea spoke against cutting the 7th grade World Language program. He said his experience in the 7th grade program made him want to take German. The enthusiasm of the teacher was what encouraged him to go forward with German language study.

Nick Lajoie is a CHS graduate and alum of the German program, noting that it had a big impact on his life. He is now studying German in college, and commented that if he had not taken the 7th grade exploratory program, he would not have studied a language. Although he did not take a language class in 8th grade, he did study German at CHS.

Erin Waters is an advocate of the World Language program: she had a learning disability, and English classes were hard for her. She would not have taken a language if she had not had the 7th grade exploratory program. She has developed greater confidence and traveled the world as a result of the program. It changed her life.

Kristyn Van Ostern, who lives in Ward 4, has a 3-year-old and a student at Christa McAuliffe School (CMS). She said she has spoken to the Board on this topic before. She said she has calculated that about $80 per year in taxes would pay for full-day kindergarten and suggested that, for some taxpayers, this would reduce the costs they are currently paying in childcare, or allow them to work more hours, or add to their business. The return might come in the way of reduced costs from special education, remediation, or mid-day transportation. She said that the long-term return for investing in early childhood is a decrease in delinquency and better adult earning potential.

Christine Giacalone is a CHS Spanish teacher and the parent of several students in Concord schools. She described her experience in Concord as phenomenal. She spoke about what she is teaching her 7th graders in the World Language program, and noted that she has the opportunity to develop a relationship with all 7th grade students. She would like to see the World Language program start earlier. She also supports full-day kindergarten.

Sean McGee is a CHS student and wrestler. He noted that the coaches regularly work with students after school hours and weekends and are very dedicated. He is not in favor of cutting Mr. Breen or Mr. Moseley.

Michaela Hayes is a CHS student who studies language. She asked that World Language courses not be cut.

Lindsey Hanson is a Ward 4 homeowner who has no children. She supports full-day kindergarten. She quoted a sheriff who, commenting on crime prevention, said that full-day kindergarten is one key to ensuring the safety and security of our students.
Leah (last name unclear) is a student at CHS, enrolled in the CKTC's Teacher Preparation program. She also works for the 21C afterschool program. She noted that she is in favor of full-day kindergarten, which would not only benefit students, but also the Teacher Preparation program by offering the opportunity for internships in kindergarten for high school students. She also noted that the Board should not cut teachers without speaking first to students about which teachers should be cut first.

Lew Feldstein is a Concord resident who has worked with Robert Putnam, the author of the book Our Kids: The American Dream in Crisis. He noted that the book describes what makes a difference for children, and full-day kindergarten makes a difference. He noted that it is important to get kids at an early age while the brain is changing quickly. He recognized the tough budget choices being considered, but believes that full-day kindergarten is important.

Laura Ernst is a resident of Concord and a German teacher at RMS and CHS. She is concerned about the proposal that would cut the 7th grade World Language program at RMS, and would like to have this reconsidered. She feels the backlash from parents and students is important to hear. She noted that strong middle school programs make strong high school programs, and noted that it is important to start language programs earlier rather than later.

Erin Sharkey is a Concord resident, taxpayer and parent of children both in and now out of District schools, who is in favor of full-day kindergarten. She gave up her full-time employment so she could accommodate the kindergarten part-time hours. Only one parent is working in her family, as they cannot afford the cost of daycare. She is willing to pay higher taxes and believes that the part-time day is disruptive for children.

Katie McDonough is a Latin teacher at RMS and CHS. She spoke to the Board in favor of not cutting the 7th grade World Language program. She asked her students today about the 7th grade World Language program, and reported that students noted discovering a language they would not have taken otherwise, that they enjoyed the program and learned from it.

Mark Feigl is a wrestling coach, attorney and taxpayer. He spoke to the Board in favor of not cutting Mr. Moseley and Mr. Breen. He noted that they are both fantastic coaches, putting in extra time to support the students.

Alison Rhodes is a Concord parent with a daughter now at CHS, who submitted written testimony in favor of keeping the 7th grade World Language program, noting that the program takes an active role in producing students who inquire creatively about their world and take an interest in other cultures by showing them four different languages and cultures.

Ron Rayner is a Concord taxpayer who submitted written testimony against including full-day kindergarten in this year's budget. He wrote that while he does not dispute its benefits as outlined by others; with ever-increasing taxes, the downshifting of employee retirement and pension contributions, ever-increasing health insurance premiums and the unexpected dissolution of and closure of Concord Steam, this is not the year to
implement full-day kindergarten. Further, he noted that the State legislature will be cutting education funding, including the Governor's full-day kindergarten proposal. Lastly, he noted that it is unknown how much federal funding for public education will be cut. He wrote that he supports the Board’s recommendation of not funding full-day kindergarten this year.

Mr. Cogswell asked for a show of hands around the support of two issues discussed at the public hearing: full-day kindergarten and the 7th grade World Language exploratory program. Many individuals in the room indicated their support for these programs, although a count was not taken.

The Public Hearing was adjourned at 7:50 p.m.
Concord School District Board of Education
Board Work Session #7
March 27, 2017

Board members present: Clint Cogswell, Tom Croteau, Barb Higgins (arrived 5:37 p.m., Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards, Pam Wicks, Nathan Fennessey

Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities and Planning Matt Cashman

Board President Clint Cogswell called the meeting to order at 5:32 p.m., noting that this was the seventh Work Session, to discuss the Public Hearings held on March 20 and 22, and to review the current posted budget. Business Administrator Jack Dunn then reviewed the night’s agenda items:

1. World Language Programs
   1. RMS 0.80 Teacher reduction – introduced at Budget Work Session #1
      1. As changes to the schedule at RMS were considered, exploratories was impacted.
      2. $50,000
   2. World Language exposure in Grade 7
      1. 10 days of exposure to each language: French, German, Latin, Spanish
   3. World Language opportunities in Grades 8 – 12
      1. Full-year courses
      2. Offer Language courses I - V

2. Coaches – Teachers, reduction in staff process
   1. Reduction process is outlined in CEA Collective Bargaining Agreement
   2. One-year-only positions
   3. Contracted for positions available as teachers are on leave
   4. When the teacher returns to their position, one-year-only contract is discontinued
   5. Teachers as coaches - great for students
   6. Teachers are welcome to apply for positions that may become available

3. Capitol Center for the Arts
4. Full-day kindergarten (FDK) – options
5. Debt service
6. FY17 Budget update
7. FY18 Budget adjustment (reminder)

Maureen Redmond-Scura reflected on feedback from last week’s Public Hearings, in particular commentary from a former student who was tremendously impacted by the World Language program. Based on this and her own experiences, she emphasized that sometimes a struggling student is motivated by challenge.

Barb Higgins arrived at 5:37 p.m.

Tom Croteau and Mr. Cogswell echoed Ms. Redmond-Scura’s comments regarding the personal impact of students who spoke at last week’s Public Hearings.

Ms. Higgins noted personal experience with own daughter, who has a learning disability but enjoys and excels in her language class. She then stated that she had several questions regarding whether there will be teacher-coach layoffs once their contract positions are up. Superintendent Terri Forsten responded that this year has seen comparatively few retirements, so open positions are not as prevalent as in past years. She added that people are welcome to apply for positions as they open up. Larry Prince agreed that it is a low year for retirements and resignations.

Jim Richards echoed several Board members’ earlier comments regarding the positive impact of teacher-coaches as role models and educators, and hoped the District could retain these positions if possible. Ms. Redmond-Scura added that student turnout at the March 22 Public Hearings was extremely impressive, and she wanted to commend those students for taking the time to participate.

Mr. Dunn then reviewed the Capitol Center for the Arts agreement, as below:

1. Agreement with CCA: Updated annually

   The Concord School District will remit to the CCA $10,000, which will be used to purchase tickets for our school time performances for students participating in the Literacy Arts Program (grades 1–3). The School District will, in turn, receive a $2,500 credit toward rental fees for the Music in Our Schools performances scheduled for December and March. This credit includes the theatre and hall rental plus equipment, but does not cover labor supplied by the CCA.

2. Historical information: During the development of the 2010-2011 budget, there was a significant increase in costs to the District: the state pushed down all the retirement costs to the local municipalities; CRVC funding was proposed to be significantly reduced; Central Office and CAA forfeited any contracted raises; and the Board forfeited its annual stipend. The arts community also expressed concern about this reduction.

3. Budgeted: $10,000

Superintendent Forsten reviewed FDK options, showing tuition data from a sample of other regional districts, including Bedford, Derry, Timberlane, Rochester, and Beverly, Massachusetts. (Slide 7) Donna Palley added that Derry has had this program in place for 9 years, and that just under 50% of families take advantage of FDK, while others participate in half-day programs. She noted similar responses from the Timberlane
District, and that 1st grade teachers are able to accommodate the differences presented by half-day vs. FDK skill development for students entering 1st grade. Superintendent Forsten reviewed several options currently feasible for CSD:

Tuition for FDK

- $110/week, $440/month
- Support current lack of full adequacy funding for FDK

Title I programs in the elementary schools

- Schoolwide schools (SWS) – based on higher free/reduced lunch recipients, all students in the school may participate in schoolwide programs
- SWS: Mill Brook School, Beaver Meadow School (anticipate fall 2017)
- Targeted assistance schools (TAS) – students must qualify through assessment to be part of this program
- TAS: Abbot-Downing School, Christa McAuliffe School (anticipate fall 2018)

Jennifer Patterson asked whether targeted assistance qualification was income-based, and Superintendent Forsten responded that it would be based on social-emotional and academic-based assessments. Ms. Patterson asked if the District would be losing funding that the Board should be aware of while making FDK decisions. Superintendent Forsten stated that she anticipated having Title I funds going into the next school year, but does not know how much or what the focus of the funding will be. She explained that some of these funds may be divided and shared with private or charter schools and was unsure of what that would mean for the District. Overall, the Board should anticipate that next year’s budget should be similar to this year’s. Superintendent Forsten pointed out that in order to support Title I FDK programs at the elementary schools, Title I funds would need to be pulled out from RMS, noting that research supports a higher benefit of early intervention programs.

Ms. Higgins asked if there would be backup programs available for RMS students who would lose their Title I programs; Superintendent Forsten explained that the administration is looking into alternate options for these students.

Mr. Croteau asked if, in the FDK scenarios presented involving tuition, $110 would be a firm rate for all students, rather than a sliding scale. He also asked if students at SWS schools who do not individually qualify (according to financial ability or academic need) for Title I benefits would be able to participate in FDK by paying tuition. Superintendent Forsten responded yes to both questions.

Mr. Cogswell noted that the District would not charge tuition for children who receive free or reduced lunch services. Superintendent Forsten explained that if the District were to move forward with having SWS schools provide FDK with Title I funding, the District could not also provide funding to support FDK at the non-SWS schools, as this would be seen by Title I as supplanting, which is not allowed. Ms. Palley added that Title I funds cannot be used for programs already in place. Mr. Richards asked how other students in
this scenario would be able to access FDK, and Superintendent Forsten referred to several options on slide 9:

- Option 1
  - Tuition-based FDK at all schools (scholarships available)
- Option 2 – would preclude students without academic or social-emotional need at CMS and ADS. Could have a tuition option with this option, but would need to be separate from the Title I program.
  - SWS FDK at MBS and BMS
  - Targeted FDK at CMS and ADS
- Option 3
  - SWS FDK at MBS and BMS
  - Tuition-based FDK at CMS and ADS (scholarships available)
- Option 4
  - District funded FDK at all schools

Superintendent Forsten explained that the administration is examining staffing and programming options at RMS to maintain comparable services if Title I money were to be redistributed to the elementary schools for FDK programs. Ms. Patterson asked if Title I FDK curriculum would be different than tuition-based FDK curriculum, and if there would be a half-day option at MBS/BMS. Superintendent Forsten responded that programs would be the same from a curriculum perspective and that half-day programs could remain in place.

Nathan Fennessy asked for clarification regarding how schools qualify for SWS status. Superintendent Forsten explained that a school must have at least 40% of its students qualified for free and reduced-price lunch services, and that there is also a formal application process. She added that BMS is at end of that process and will be submitting its application to the DOE shortly. CMS earned its designation last week and has submitted an intent to apply. Mr. Fennessy asked when the District would find out whether the application is accepted; Superintendent Forsten explained that she anticipates a positive response, and that while the DOE may request more information, approval should be in place for fall of 2017 for BMS. Mr. Fennessy asked how much Title I money the District currently receives for RMS, and Superintendent Forsten gave a figure of just over $1 million total, with approximately $100K of that going to RMS.

Mr. Fennessy asked for clarification regarding tuition-based FDK models and whether the District would still have to offer half-day programming. Superintendent Forsten explained that the District, while not obligated to keep half-day programs, would still want to offer them as a transition option for families. Pam Wicks added that if the Board were to choose a tuition-based option, the District would need to set guidelines for families choosing half-day kindergarten vs. FDK.

Mr. Croteau noted that there are times when children should be grouped according to need, and other times when they should not. Regardless of which FDK program the District pursues, the administration and the Board should keep in mind that it might not
be in students' best interest to separate needler kids from regular or gifted kids. He also asked why the Board's options do not include a sliding scale tuition option, and worried about students who may slip through the cracks in a split Title I/tuition-based program. Mr. Richards added that creating two separate options (Title I/tuition program) might create these ability-based student groupings.

Superintendent Forsten provided a detailed review of the current FDK options, including cost breakdown and pros/cons. (Slide 10)

Mr. Fennessy asked for clarification regarding cost vs. anticipated revenue. Superintendent Forsten explained that Title I revenue was not factored into these figures, and that the numbers reflect District costs and revenues. Mr. Dunn also clarified that these numbers reflect only what would hit the general fund and do not include any grant money, as this would need to be shown separately. Mr. Fennessy then asked about the current RMS Title I funds and what would happen to those funds; Superintendent Forsten explained that it is currently used for extended day and summer programming. She noted that the Title I summer programs would likely be eliminated if the Board voted in favor of a Title I-funded FDK program.

Mr. Dunn added that the tuition rate was developed based on school enrollment numbers calculated at the beginning of the school year – these numbers are estimates based on those data.

Ms. Higgins asked how much time the administration has spent putting together a FDK-specific curriculum in anticipation of possibly instituting FDK, and if this work is in progress. Ms. Palley responded that most of this curriculum is already in place, and the remainder would be developed during the professional development week right after school ends for the summer. She added that this would need to be a thoughtful process.

Mr. Dunn reviewed the District’s debt service (Slide 11), explaining that the District was projected to deposit $664,000 into the facilities and stabilization fund, but will only be depositing $104,000 due to the new debt service payment for steam. The administration would have proposed that the steam savings of $1,375,000 be used to pay for the new debt payment of $736,000, but due to the request to add FDK, the administration proposed using the savings within the existing debt service to pay.

Ms. Patterson noted that the District is currently in the process of looking at the RMS building project, and that current budget needs are preventing the District from taking action on it this year.

Mr. Dunn then reviewed the FY17 budget update:

1. EXPENDITURES
   1. Steam: estimated $82,338*
   2. Snow: estimated ($15,000)*
   3. SPED out-of-district (OOD) tuition: ($537,000)**
   4. Food Service: ???

2. REVENUE
   5. Pilot: ($14,000)
6. Community Education: ($35,000)
7. Deerfield: ($103,000)

3. UNRESERVED FUND BALANCE
8. $964,000 (as of today) (need $1,325,000 for FY18)

He also reminded the Board that the budget adds $140,000 in expenditures for CRTC projects, but that this has no tax impact as it is funded by revenue from the CRTC Trust Fund.

Mr. Cogswell noted that the budget is in pretty good shape and that there has been excellent input, particularly regarding the issue of FDK. He also reminded the Board that FDK is currently not in the budget, and that there would need to be a vote if it were to be added back in.

Mr. Fennessy proposed a motion to add fully District-funded FDK back into the budget, explaining that community commentary seems to be heavily in favor of this. He added that the budget represents the Board’s priorities, which should be focused on educational opportunities for students. Mr. Richards seconded this motion, which was then discussed by each Board member.

Ms. Higgins emphasized that no Board members or administrators believe FDK is a bad idea in and of itself, but there is much more to the decision than simply wanting one’s children to have access to FDK. She explained that the population most excited for FDK seems to be parents of young children who would directly benefit, and that most of the people in favor of FDK can afford the tax hike and/or have young children of their own. She noted that many people spoke at the Public Hearings of moving to Concord because of its relatively affordable tax rate. She also commented that the community is split, and that regardless of the final decision, many people will be upset. She echoed Alana Kimball’s comment that first grade teachers with whom she has spoken did not notice drastic developmental difference between kids who had attended FDK and those who had not. She emphasized that the Board needs to think about why FDK has come to the forefront now? Why today? This is something for everyone to contemplate. She also asked the Board to think about how FDK funding is achieved – it would either be on the backs of taxpayers, or through cutting existing programming for other students. She clarified that the Board is not dismissive of FDK, but that the Board simply needs to take many things into consideration before deciding whether or not to move forward.

Mr. Cogswell emphasized that his “why” is because children benefit from FDK. He noted that the District spends a lot of money in OOD placement, and if that figure can be mitigated with early intervention, then it would be worth it. If FDK can help some of the community’s children, particularly the neediest population, FDK is 3% of the budget and would likely not fit back into the budget until after the RMS project.

Ms. Wicks noted that a comparison of Concord to Timberlane might not be accurate as Timberlane’s demographic is overwhelmingly white, which is very different from the very diverse Concord population. She personally observed a huge need for FDK
programming, particularly at MBS, where there is a high population of low income/ELL/otherwise needy students – FDK could provide that jumpstart to their education. She does not want to pay for this at the expense of cutting teachers at the upper elementary or middle school level, however. She said she understands the high tax burden, but added that the budget situation will not change drastically next year, so the Board would continue to face the same issue next year and in subsequent years. She added that she has observed a number of public commenters without young children who are still in favor of FDK.

Mr. Croteau agreed that the District needs to take care of needy children. He is not sure what will change next year, but right now, looking at an enormous tax load, he has heard from members of the public who say they may not be able to retire here or afford to move here. He thinks a sliding scale tuition or scholarship-based program could help mitigate these issues, and does not want to take programming or teachers away from middle school kids. He is in favor of Title I programming for the neediest students, and sliding scale tuition for others, without removing Title I funding from RMS.

Mr. Fennessy echoed Mr. Cogswell’s earlier comments regarding early intervention mitigating tremendous OOD costs, and said that waiting until middle school is much too late to get students up to grade level. He said he understands the significant cost, noting that right now the Board would be asking the taxpayers to pay 4.5% more this year regardless of FDK or any additional programs, and also cutting teachers. He said he sees a bigger problem with increasing the tax rate while not adding additional programs and services, and that the tax hike with FDK at least provides these programs for families who need it.

Mr. Richards stated that his observation of Public Hearings attendees was approximately 70-75% in favor of FDK, with strong vocal support against cutting teachers. He said the majority of people who have contacted him are in favor of FDK, regardless of age or having young children. He added that he agrees with Mr. Cogswell’s earlier comments that FDK is an investment in children’s futures that will pay dividends. He also noted that it is the Board’s job to look at existing programs to adjust and be the most efficient spenders of budget money: that programs exist is not enough reason by itself to retain them, and that everything should be on the table, every year. He is in favor of FDK for all Concord students.

Ms. Redmond-Scura expressed that she feels she has been painted as “anti-child,” which is very distressing to her as a lifelong educator and classroom volunteer. The FDK issue is neither easy nor simple, and it also reflects a cultural paradigm shift. When her own children were young, the general consensus was that young children benefit most from being in the home with their families. Now, it seems the general consensus is that young children should be in the classroom. She said she feels FDK is a good thing for those who want and need it, but that it will not solve every problem. She believes there is benefit to FDK and that, in a perfect world, the District could easily and affordably implement it. She spoke with an administrator at RMS who feels that removing RMS’ Title I funds would not be tremendously detrimental because
those funds are not used as well as they could be. She said she fears driving people out of Concord with such a high tax rate, and personally knows many people who may plan on moving out of Concord since their children are out of school and they cannot afford the rising taxes. She feels a responsibility to all Concord residents and has heard passionate commentary on both sides of the issue.

Ms. Kimball agreed with many of Ms. Redmond-Scura’s statements. She stated that she does not like hearing from community members who say they cannot afford to keep their homes with significantly increased taxes. She noted that the Board needs to be cautious about saying that FDK will lead to fewer OOD placements, as the state makes the District pay for these students. It should not fall on the taxpayer to pay for every single thing, and she does not believe FDK will mitigate special education costs as much as previously mentioned. She is also concerned about the cost of voucher programs to local school districts’ budgets. She emphasized that numbers and line items reflect real-live children and teachers, and should be thought of as such, and not just as numbers. She added that the Board is comprised of nine people who will affect the tax rate, and Board members need to be very aware of that. She does not feel the District should cut programs from other grade levels to pay for FDK – the Board needs to find a middle road, and needs to see actual dollar figures for what programs will cost, i.e. FDK with no teacher cuts.

Ms. Patterson began by expressing agreement with many previous comments. She emphasized that this year’s Public Hearings were excellent in terms of community participation, particularly student involvement. She said she feels that the Hearings solidified her opinion that the District should not cut programs or staff to pay for FDK when some of that responsibility should come from state/federal government. She noted that the funding problem is not with the District, it is with state funding of education. She believes in the positive impact of early education, and with 20+ years’ experience being involved with school budget processes or state budget policymaking, feels her role as a Board member is to exercise her judgment as best as possible. She stated that her primary motivation was to support staff and maintain smaller class sizes at all levels, and that she trusts the administration to look at every possible cost savings, knowing there are no easy savings to be found this year. She likes the budget as posted (without FDK) and feels that the idea of equity and inclusion speaks very loudly, as this is an ideal for any school District. She feels that existing Title I programs are good, and is in favor of exploring additional Title I-funded programs. She stated that she feels cautious about charging tuition for FDK – she is open to persuasion but needs to see hard numbers. She worried that she does not fully understand the implications of each option and wants to make sure the District does not cut things without being fully aware of what is getting cut. She is most comfortable with waiting on FDK, but also cares deeply about finding the best possible solution.

Ms. Wicks noted that the current Title I extended day program at MBS has only 10 students – a very small number.
Mr. Richards emphasized that everyone on the Board has the best interests of children at heart, regardless of where they stand on the FDK issue. He added that Board members should consider the tax impact in terms of dollar amount rather than percentage.

Mr. Cogswell commented that he will vote against the motion on the floor (to add FDK back into the budget). He also stated a desire to make a motion (if the current motion does not pass) recommending the Board include FDK with tuition and Title I assistance.

The Board voted 6-3 (motioned by Mr. Fennessy, seconded by Mr. Croteau) to add FDK back into the budget (Option 4 – fully funded by District, no tuition). The Yea votes were Nathan Fennessy, Jim Richards, Pam Wicks. The Nay votes were Alana Kimball, Jennifer Patterson, Clint Cogswell, Tom Croteau, Maureen Redmond-Scura, Barb Higgins. The motion did not pass.

Mr. Cogswell made a motion to incorporate FDK with tuition. The motion failed for lack of a second.

Mr. Fennessy made a motion to table FDK with tuition pending more numbers from Mr. Dunn. Ms. Wicks seconded the motion.

There was no vote on this motion.

The Board voted 8-0 to adjourn (motioned by Mr. Cogswell, seconded by Ms. Higgins).

The meeting adjourned at 7:46 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Concord School District Board of Education
Special Board meeting
March 29, 2017

Board members present: President Clint Cogswell, Tom Croteau, Barb Higgins
Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards, Pam Wicks, Nathan Fennessy

Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince, Director of Facilities and Planning Matt Cashman

Board President Clint Cogswell called the meeting to order at 5:32 p.m., noting that this was a special Board meeting to approve a preliminary FY 2017-2018 budget. Board Vice President Jennifer Patterson made several opening remarks, thanking the Board and their administration for their thoughtful and deliberative work during such a challenging budget process. She acknowledged everyone’s dedication and hard work.

Superintendent Terri Forsten reviewed the evening’s agenda items:

- Review of FY 2018 Budget goals
- Review of options
- FY 2018 Budget appropriations and their tax impact
- Public comment
- Approve the preliminary FY 2017-2018 budget

Superintendent Forsten explained the budget goals the Board had established at the beginning of its budget planning process:

Regular Education

Our focus is to maintain class sizes within the guidelines in the School Board’s policy and to respond in a responsible manner to the changes in student enrollment.

- Reduction of 3.0 teachers for the coming year at the elementary level.
- Reduction in 1.6 teaching positions at Concord High School (CHS)
- Increase 1.0 ELL teacher at Mill Brook School (MBS)

Curriculum, Instruction and Assessment

Our goal is to continue our science and STEM program development as Next Generation Science Standards are introduced in our classrooms. Our District committees will focus on further developing implementation of college- and career-aligned studies.
Special Education Programs and Services

Our focus is to develop special education leadership to support staff supervision and program development to support the needs of students with serious social, emotional and behavioral challenges and autism.

- Continue to consider special education leadership development
- Significant impact from out-of-district placements

Technology

Using the projected bond funds, we will continue our purchase of Chromebooks to support 1:1 technology for our high school students. We will also purchase replacement laptops for staff and update our iPads at the elementary schools.

- Complete grades 1 through 12, one-to-one devices
- Adding freshmen and seniors at CHS
- Replace out-of-date devices: iPads at elementary; Chromebooks at RMS

Debt Service

Achieve the Board's goal of maintaining 5% of the operating budget for debt service. Using the $9 million bond, complete the conversion from steam to natural gas at CHS, Rundlett Middle School (RMS), Abbot-Downing School (ADS) and Christa McAuliffe School (CMS).

Capital Purchases

Continue to use stable, sustainable methods for major purchases and capital improvements and for replacement plans within the constraints of the budget.

- Great financing on the purchases of buses and technology

Business Administrator Jack Dunn highlighted the actual budget numbers vs. last year's estimated numbers (Slide 8), which came in at roughly $300K under.

Superintendent Forsten briefly reviewed the four full-day kindergarten (FDK) options presented at the budget work session on March 27, noting that the Board had decided to further consider Options 1 and 3. (Slide 15)

Barb Higgins arrived at 5:43 p.m.

Nathan Fennessy asked if, in the Option #3 scenario, the District would have the option to still support students not at Title I-qualified schools who would fall under the tuition category but might not be able to afford it. Superintendent Forsten responded that yes, the Board and administration had discussed scholarship options for these students.

Mr. Dunn explained the projected revenue for tuition (Slide 16) and added that he has spoken with the Transportation Director to determine, based on transportation data, how many students may take advantage of a tuition program.

Mr. Cogswell asked for clarification regarding differentiation of a Title I vs. tuition-based program. Superintendent Forsten explained that students at Title I schools/in Title I-funded programs would need to be separate and not combined with tuition-
paying/non-Title I supported students. Jim Richards asked for a definition of “program” for the purpose of understanding how these curricula would differ. Superintendent Forsten clarified that the curricula and classrooms goals would be the same, or as similar as possible.

Maureen Redmond-Scura asked if the administration has spoken with districts that already have FDK in place to understand how it has worked for them. Assistant Superintendent Donna Palley noted that she had done so, and that implementation varies greatly across districts. Some programs are half academic and half social-emotional, while others treat the afternoon portion of FDK as daycare, with a minimal academic focus.

Tom Croteau emphasized that the Board should remember that any FDK option involving Title I funding will still involve taking approximately $96K in Title I money away from RMS, which would remove summer programming and extended day and school day programming.

Superintendent Forsten reviewed the challenges to implementing FDK for 2018, including:

- Timing of creating a tuition option
- Timing to communicate options to parents
- Unpredictable revenue sources – tuition, grants
- Impact at this time for local providers
- Predictable impact on our balanced classes
- Impact on Title I at RMS
- Impact on Title I Extended Year (summer) programs
- Unpredictable state adequacy funds or targeted funds for FDK

She emphasized the unpredictability of state and federal funds.

Ms. Higgins asked for clarification regarding teacher cuts that still appear in the draft budget. Mr. Dunn explained that these teachers are not being cut and the budget will update accordingly once it is voted upon tonight.

Mr. Richards asked for clarification regarding class sizes, specifically whether some classes at Beaver Meadow School (BMS) already have 27 students. Superintendent Forsten responded that yes, one 4th grade-going-into-5th grade class does technically have 27 students, but not all 27 are in class full-time, as some are in alternative programs and spend little time in the classroom. She added that staff and administration are carefully keeping an eye on class sizes across the District.

Pam Wicks commented that if the Board does not move forward with FDK this year, it should continue to look at class sizes and be sure to not cut teachers or increase class sizes.
Ms. Patterson asked if there is a way to budget for an additional teacher within the Superintendent’s contingency. Superintendent Forsten confirmed that this is possible. She added that elementary class sizes across the District are between 19-21, which is an ideal range and within Board guidelines; very few classes are on the higher end.

Mr. Dunn briefly reviewed the projected tax impact (Slides 25-27), breaking down projected tax rates for the budget as currently posted; FDK Option 1; and FDK Option 3. He reviewed other considerations, including:

- Unreserved Fund Balance
- City Valuation in October
- Review Budget in October

Mr. Cogswell opened the meeting for public comment, noting that speakers would be limited to 5 minutes each.

Concord resident Betty Hoadley expressed concern about Board members mentioning both local and state tax rates, as the Board has no control over the latter. She emphasized that the Board has three options: the two options including FDK, as well as the budget as currently posted, which does not include FDK. She disagreed with a previous comment that not much will change between now and the next school year, remarking that staff retirements could increase notably with the number of tenured teachers in the District. She added that if Title I guidelines change, this could drastically affect funding for public school districts. She was also concerned with proposed state bills favoring charter schools, which could gut adequacy grants. She re-emphasized that any budget that commits the District to FDK will be dependent on grant funding, which is not guaranteed. She noted she was particularly bothered by the tuition element of a FDK program, explaining that the District has no way of knowing how many families would actually pay, making revenue estimations unreliable at best. She felt that parents would likely be concerned about needing to pay kindergarten tuition on top of higher taxes.

She echoed many of Ms. Patterson’s earlier comments and hoped the Board would take these into strong consideration and exercise patience, as the District is operating in a climate of uncertainty both at a federal and state level. She added that, while desirable to many families, FDK does not present a crisis on the level of the Concord Steam closure issue. She again urged the Board to act with caution and moderation, as there are plenty of ways this budget could come to jeopardy that are out of the Board’s control. She noted that Board members should not worry about the people who will be unhappy with the budget decision as this is not a popularity contest, and that Board members were elected specifically to make difficult decisions while balancing both the needs of students and taxpayers’ ability to pay. She added that students are not in any greater need than they have been for many years, that a misstep here could bring the wrath of the Concord community, and restoring their faith in the Board could take decades.

Danielle Smith is a Concord mother with a child currently in the pre-K program who will be entering kindergarten in the fall. She commented that she is fortunate enough that half-day programming works for her family, but that she is willing to pay tuition as
she knows her daughter would thrive in FDK. She added that she has spoken with peers who have expressed a desire for FDK, even if tuition is required.

Former Concord City Councilor John Cassidy thanked the Board for its hard work, particularly with money and taxes being the bottom line to all decisions. He expressed appreciation for all the work and hours Board members have put in, as well as for their accessibility and transparency. He suggested that Board members should vote their consciences, as they have heard testimony both for and against aspects of this budget.

Mr. Cogswell encouraged Board member discussion prior to voting.

Ms. Higgins stated that perspective is everything. She said she agreed with all public commentary, particularly the sentiment that all Concord 5-year olds deserve FDK, and that the Board should vote their consciences, as that is their role. She made a motion that the Board defer FDK funding for one year, and that the Board and the administration make a concerted effort to prioritize FDK for September 2018 for all students. Ms. Patterson seconded the motion for the purpose of discussion. No vote was taken on this original motion (it was amended later in the meeting and voted upon.)

Mr. Croteau asked that the Board consider an addendum to the motion, as he would like a FDK curriculum brought to the full Board for discussion, as well as a plan for space and transportation. He echoed Mrs. Hoadley’s comments that there is no way to accurately know what next year’s budget climate will be like ahead of time. He also expressed a desire for an assessment process to determine how successful FDK is when it does get implemented. He stated a commitment to finding a way to fund FDK without taking away teachers or programs, but acknowledged that the Board and administration need time to do it right.

Mr. Richards stated that he understands there will always be costs associated with FDK, and that he agrees with much of what Mrs. Hoadley said. He added that he does not believe the Board has the time or facts to consider the options presented on Monday; though these options are well-crafted, the Board simply has not had enough time to reflect on them. He added that even the middle class in Concord would be pinched financially with a program that would not cover all families, at a still-high price tag. He also did not think tuition would sit well with the community. He added that he is still committed to FDK this year, and that he thinks Ms. Higgins’ earlier motion was a good one. He noted that while the District cannot predict what will happen next year, it can and should spend the remainder of this year planning and preparing.

Ms. Wicks agreed with much of what Mr. Richards said. She noted that the public feedback she received was mixed regarding tuition, and echoed previous sentiments that raising the rate while also charging tuition would be unacceptable to many people. She added that she would support Ms. Higgins’ proposed motion. She noted that the tax rate increase would already be high with no additional programming, and that she would like to at least make a commitment to FDK, even if it does not happen this year.
Mr. Cogswell emphasized that the budget is driven dramatically by staffing, and that the only way the District would be able to pay for FDK would be by decreasing staff, thereby increasing class sizes.

Mr. Fennessy thanked the administration for providing so many options in an effort to make FDK fit into the budget this year, noting that he has been in full support of FDK for all students this year, and that the sentiment seems to be moving in the direction of taking steps to make it happen. He felt that Option 3 would be the best way to do this, echoing earlier comments about receiving negative feedback regarding tuition. He added that tuition for kindergarten could be a slippery slope to tuition for subsequent grade levels down the road. He stated that Option 3 would provide the opportunity for at least half of kindergarten students to receive FDK at no additional cost, and that the other half would be able to opt in and pay tuition. He echoed other Board members’ agreement with Mrs. Hoadley’s point that the District does not know what the actual revenue would be. With regard to Ms. Higgins’ motion, he stated that he was not sure whether the Board could bind a future Board to FDK for next year, but that Option 3 would be a good step for kids this year.

Ms. Patterson stated that she trusts the Board’s democratic process to come up with a good result, with Board members voting their consciences. She added that regardless of how the Board voted, she would like to give the administration free rein to determine the best use of Title I funding, whether or not FDK is part of that. She also stated that she could not support Option 3, as she had concerns about it from an equity perspective. She was also concerned about this tenuous political environment and the possible ramifications of financially committing to something for next year. She noted that she does want to implement FDK when the time is right.

Alana Kimball suggested that the District consider a 2018 pilot program with one FDK class per school and use a variety of metrics to measure academic and social-emotional data and with parent input to then compare to data from the current half-day program. She added that the administration and Board could use these data to show the actual benefit of FDK on students.

Mr. Fennessy expressed concern with a one-year pilot program, as several years would be required in order to gather adequate data. He added that the Board has discussed many FDK options over years, and hoped some action could be taken this year.

Ms. Redmond-Scura noted that she did not personally hear much feedback regarding tuition, but that what she did hear was diametrically opposed to Option 3. She noted that the general sentiment was that separate tuition and Title I-funded programs felt unfair, as students’ ability to attend with or without tuition would depend simply on what school they were zoned to attend. She added that she was uncomfortable with shifting current Title I funds, as this money is not static year after year and she does not want to disadvantage RMS students currently relying on this programming. She expressed empathy for parents, who of course want the best for their children. She noted that the Board cannot do everything it wants to do all at once, and she thought right
now it was forced. She added that this Board cannot bind the next Board to FDK programming, but that it can name FDK as its number one priority.

Mr. Cogswell commented that he accepted not implementing FDK this year, and that he would feel good if he knew next year's Board was fully committed to FDK, and therefore would support Ms. Higgins' motion.

Ms. Wicks stated that she wished the District could have run a FDK pilot program this year, and she felt the District could offer kindergarten for all students (rather than one class per school) and still gather data. She said she feels offering only one class per school would single out students and would be neither fair nor equitable; she would like to see data, but worried about a limited pilot program excluding some.

Mr. Cogswell opened the floor again for public comment.

Concord resident and former School Board President Kass Ardinger noted that she agreed that giving the administration and the Board time to brainstorm and develop a plan would be a very good idea. She asked the Board to consider the un-guaranteed nature of state and federal funding, adding that the Board should develop a priority list. She stated that she would like the Board to be sure not to lose sight of the RMS issue. She said the need at RMS has been sidetracked by the FDK issue, in spite of the fact that the Board has already paid for a study to evaluate the building and associated options. She emphasized that the Board should not ignore this issue and should move forward with that planning process, as the critical needs at RMS are longstanding. She noted that she was relieved that FDK would not be in the budget this year.

Mrs. Hoadley asked that Board members to be sure to leave politics out of Board meetings and that those issues should be taken up at the state house. She added that she felt the Board had been impatient with the FDK issue this year, and that there have actually been too many options and too much discussion about implementation, and not enough time to plan and set guidelines and standards. She echoed Ms. Ardinger’s comments about not forgetting RMS, and suggested the Board equally prioritize RMS students and kindergarten students.

Ms. Patterson made a motion to pass the budget as it was amended on Monday, March 27. Mr. Croteau seconded the motion.

I move that the School Board vote to raise and appropriate the sum of $85,043,939 and to adopt the budget for fiscal year 2017-2018 as revised on March 29, 2017 inclusive of the following deposits to existing funds or expendable trust funds:

Vocational Capital Reserve fund for an amount up to $130,253
Facilities and Renovation Trust Fund for an amount up to $104,500
Food Service Fund for an amount up to $75,000
Renovation and Maintenance Trust Fund for an amount up to $73,790
and also inclusive of the following withdrawals from expendable trust funds to fund appropriations:

Vocational Capital Reserve for an amount up to $140,000

Mr. Richards proposed that the Board add a teacher position ($92,000) to the Superintendent's contingency budget line. Mr. Dunn informed the Board that it can vote to amend the budget in October, with 7 votes required to make any changes that would increase spending. Mr. Richards asked if the administration is satisfied with the one teacher position currently budgeted in the contingency. Superintendent Forsten noted that the contingency currently contains 1.5 teacher positions, with the .5 representing a potential kindergarten teacher position, and that she was comfortable with this number at this time. Ms. Patterson commented that if a motion was to be made in October to add a teacher to the Superintendent's contingency, she would support it.

The Board voted 9-0 (motioned by Ms. Patterson, seconded by Mr. Croteau) to pass the budget as amended on Monday, March 27.

Ms. Higgins moved that the Board commit to make a concerted effort to create an action plan to look at data, funding, transportation and space needs, etc. in order to adequately implement FDK for the 2017-2018 school year.

Ms. Patterson requested clarification regarding providing a directive to the Instructional Committee, and Mr. Richards added that the administration and the Board would provide a list of tasks that need to be completed by September, 2017.

The Board voted 9-0 (motioned by Ms. Higgins, seconded by Ms. Patterson) to commit to a planning process for FDK next year.

The Board voted 9-0 (motioned by Mr. Cogswell, seconded by Ms. Higgins) to adjourn.

The meeting adjourned at 7:49 p.m.

Respectfully submitted,

Tom Croteau, Secretary
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: March 29, 2017
REFERENCE: Concord Administrators Association Nominations for 2017-2018

Tom Sica  Concord High School Principal
James Corkum  Concord High School Assistant Principal
Thomas Crumrine  Concord High School Assistant Principal
Chali Davis  Concord High School Assistant Principal
Steven Rothenberg  Concord High School Assistant Principal
Steven Mello  Director of Physical Education and Sport
James McCollum  Rundlett Middle School Principal
Heather Barker  Rundlett Middle School Assistant Principal
Vacancy  Rundlett Middle School Assistant Principal
Vacancy  Rundlett Middle School Director of Special Education
Kathleen Riordan  Abbot-Downing School Principal
Michele Vance  Beaver Meadow School Principal
Susan Lauze  Broken Ground School Principal
Kristen Gallo  Christa McAuliffe School Principal
Philip Callanan  Mill Brook School Principal
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 3, 2017
REFERENCE: Central Office Administrator Nominations

Terri Forsten  Superintendent
Donna Palley  Assistant Superintendent
Robert Belmont  Director of Student Services
T. Matthew Cashman  Director of Facilities and Planning
John Dunn  Business Administrator
Larry Prince  Director of Human Resources
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 3, 2017
REFERENCE: Spring Coach Nominations

Philip Cistulli, Jr.  Concord High School  $1,733
Concord, NH  Girls Tennis Co-Coach  Step 2, Group 6
Education: Nason College, Springvale, ME, BA/76
Profession: Able Insurance Agency, LLC
              Agency Principal, 94-present
Experience: Concord High School
              Girls Varsity Assistant Tennis Coach – Volunteer, 13-16
              Boys Varsity Assistant Tennis Coach – Volunteer, 09-13
              St. Paul’s School, Concord, NH
              Boys Varsity Tennis Assistant Coach, 12-13
              Rundlett Middle School
              Tennis Club Head Coach, 11-12
              PJ shares this position with Rebecca Killinger
              PJ replaces Gregory Coache

Paul Kieman  Concord High School  $2,650
Penacook, NH  Boys JV Lacrosse Coach  Step 1, Group 8
Education: New Hampshire Technical Institute, Concord, NH, AS/08
Profession: New Hampshire Department of Health and Human Services
              Bureau of Drug and Alcohol Services,
              Clinical Services Specialist
Experience: Merrimack Valley Youth Lacrosse
              Blue Storm Coach, 2016
              Paul replaces Stephen Shippos
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<th>Name</th>
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<td>Rebecca Killinger</td>
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<td>Portland Athletic Club, Portland, OR</td>
<td>Tennis Team Instructor, 95-96</td>
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<td></td>
<td>University of New Hampshire, Durham, NH</td>
<td>Tennis Intramural Team Player, 87-90</td>
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<td>Lakes Region Tennis Association, Laconia, NH</td>
<td>Volunteer Tennis Instructor, 2015</td>
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<td>Board Member, 2016-present</td>
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<tr>
<td></td>
<td>Rebecca shares this position with Philip Cistulli, Jr.</td>
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<td></td>
<td>Rebecca replaces Gregory Coache</td>
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<td>Lucas Meyer</td>
<td>Concord High School</td>
<td>Boys Freshman Lacrosse Coach</td>
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<td>$2,038</td>
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<td>Public and Government Affairs, Manchester, NH</td>
<td>Consultant, 12/16-present</td>
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<tr>
<td>Experience:</td>
<td>Defensive Crush U-13 and U-15 Teams</td>
<td>Assistant Coach/Defensive Coach, 15-16</td>
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<td>Lucas replaces Taylor Warden</td>
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<td>Assistant Track Coach</td>
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<td>Basketball Coach, two years</td>
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<td>Mark Paveglio</td>
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<td>Hayden Daly</td>
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<td>Jacqueline Deans</td>
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**RUNDLETT MS:**

| **BOYS SPORTS:** |    |                       |       |      |
| Spring Track Boys (Head) | 2,446 | Richard Bragg       | X     | 11   | Step 3 |
| Spring Track Boys (Asst) | 1,019 | Meghan Malone       | X     | 14   | Step 2 |

| **GIRLS SPORTS:** |    |                       |       |      |
| Spring Track Girls (Head) | 2,446 | Jessica Boezeman    | X     | 11   | Step 3 |
| Spring Track Girls (Asst) | 1,019 | Michael Bouffard   | X     | 14   | Step 2 |
Concord School District Policy #131
Regular School Board Meetings

Regularly scheduled School Board meetings will be held on the first Monday of each month. If any such Monday is a holiday, the meeting will be held on the first Tuesday of that month.

Notice of all Board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website. Minutes of all meetings will be taken and provided in accordance with the provisions of RSA 91-A.

All meetings shall be open to the public. Agendas will be established per Board Policy #131.1. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board policy.

Additional meetings may be scheduled at the call of the Board President or the request of at least five members of the Board. Emergency meetings may be called in accordance with the provisions of RSA 91-A:2 and Board policy 131.1.

A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in RSA 91-A:2.

The Board recognizes that the consistent attendance of Board members at Board meetings is essential for the efficient, effective performance of the Board's duties as well as fulfilling individual obligations as elected officials.

Legal References:
- RSA 91-A, Access to Public Records and Meetings
- N.H. Code of Administrative Rules, Section Ed. 303.01(f), Substantive Duties of School Boards
- Concord School District Charter, Article 7

Revised ______________, 2017

Corresponds to NHSBA Policy BEA
Concord School District Policy #131.1
Agenda – Administration and Publication

An agenda will be prepared by the Superintendent for regular and special School Board meetings. Copies of the agenda will be distributed at least 24 hours prior to the meeting to Board members, P.T.O. Presidents, City Councilors, City Manager, Director of Parks and Recreation, School Principals, Library Director, print and broadcast media, the President of the Concord Education Association and the President of the Concord Education Office Personnel Association.

The Board may need to hold an emergency meeting in the case where immediate undelayed action is deemed to be imperative by the President or presiding officer of the Board, who shall notice the meeting in accordance with RSA 91-A and employ whatever means are available to inform the public that a meeting is to be held. The minutes of the meetings shall clearly spell out the need for the emergency meeting.

Legal Reference:
RSA 91-A

Adopted August 1985
Revised ______________________, 2017

Corresponds in part to NHSBA Policy BEDA
Concord School District Policy #132
Agenda Preparation and Dissemination

The Superintendent shall prepare all agendas for meetings of the School Board. In doing so, the Superintendent shall consult with the Executive Committee of the Board.

Every Board member has the right to place items on the agenda. Items to be placed on the agenda should be received by the Superintendent at least seven days prior to the meeting. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board President.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least three days prior to the Board meeting. Board members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be publicized in accordance with Policy #131.1 and will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only.

Legal Reference:
RSA 91-A:3, Non-Public Sessions

Adopted 1971
Revised ______________, 2017

Corresponds to NHSBA Policy BEDB
Concord School District Policy #134

Non-Public Sessions

The School Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Upon motion, the vote to enter non-public session will be a recorded roll call vote made in public session. The motion calling for a non-public session will state the general type of matter(s) to be discussed and will state the statutory provision under which the Board is entering a non-public session.

The Board shall record minutes of all non-public sessions. Non-public session minutes will be made publicly available within 72 hours of the non-public session, unless the Board votes to seal the minutes. The Board may seal minutes of a non-public session only by a two-thirds vote. The Board will only vote to seal minutes of non-public sessions if divulging such information would:

1. Adversely affect the reputation of a person other than a member of the Board;
2. Render a proposed Board action ineffective; or
3. Thwart safety considerations pertaining to terrorism or other emergency functions of the Board.

Board members will refrain from publicly discussing matters that were discussed in a non-public session, unless and until the minutes of that meeting are unsealed.

The Superintendent or his/her designated representative may attend all non-public sessions at the pleasure of the Board, except those non-public sessions that pertain to the Superintendent’s employment.

Legal References:
- RSA 91-A:3, Non-Public Sessions
- RSA 91-A:4, Minutes and Records Available for Public Inspection
- RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

Adopted _____________, 2017

Corresponds to NHSBA Policy BEC
Concord School District Policy #135
Rules of Order

All meetings of the School Board shall be conducted in accordance with Robert's Rules of Order, unless these are inconsistent with statutes of the State of New Hampshire and the Board's policies.

Whenever a vote is to be taken, any member of the Board may demand that the vote be taken by roll call.

All regular and special meetings of the Board shall be public, but no person shall be allowed to create disorder or to interrupt or to interfere with the business of the Board.

Approved: 1962
Revised: December 4, 2006; August 3, 2015; __________________, 2017

Corresponds to NHSBA Policy BEDD
Concord School District Policy #140
School Board Policies

Purpose: The School Board views policy development as one of its major functions. Policies serve as a source of information to the public and as guidelines for the successful and efficient operation of the schools.

Policy Development: Changes in needs, conditions, purposes and objectives necessitate revisions, deletions and additions to the policy manual of present and future boards. The Board welcomes suggestions from all sources for ongoing policy development. Action on such suggestions, whatever their source, shall be taken by the Board after receiving recommendations from the Superintendent. These recommendations shall be based on research and input from the professional staff and community.

Dissemination: The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board, including, but not limited to, posting them on the District website.

Adopted June 18, 1984
Revised ____________, 2017

Corresponds to NHSBA Policies BAAA, BG, BGA, BGB
Concord School District Policy #140.1 *

School Superintendent Duties

The duties of the Superintendent are defined in his/her contract of employment, individual School Board policies, state statutes, and New Hampshire Department of Education rules.

The Board expects that the Superintendent, as the chief executive officer, is responsible for:

1. The execution of Board policies;
2. The management of the work of all school departments, the duties of which, apart from those required by law, the Superintendent shall assign;
3. Overseeing the observance of all Board policies by all those persons employed by the District;
4. The enforcement of all provisions of the law relating to the operation of the schools or other educational, social and recreational agencies, or activities under the charge of the Board.

Regulatory Reference:
N.H. Code of Administrative Rules, Section Ed. 302.02, Substantive Duties of Superintendents

Adopted 1966
Revised 1971; 1976; May 2, 1983; ______________, 2017
* Also Policy #211

Corresponds to NHSBA Policy CB. See also Appendix CB-R
In the absence of established School Board policy, the Superintendent shall assume responsibility for whatever decision or action must be taken under these guidelines:

1. It will be the responsibility of the Superintendent to inform the Board of such an action and the possible need for a policy on the particular matter.

2. Situations may arise within the schools where the Board has provided no guidelines for administrative action. In such instances, principals or other administrative or instructional personnel shall gain the approval of the Superintendent or his/her designated representative before taking any action.

Adopted June 8, 1984; reviewed __________, 2017
* Also Policy #231
Corresponds to NHSBA Policy BFE
Concord School District Policy #141 *
Policy Development/Revision

The following procedure shall be followed by the administration and the School Board in developing routine policies or revising existing policies:

1. The administration will prepare proposal with rationale for change.

2. Policy proposals will be considered by the Communications and Policy Committee, which will make a recommendation to the full Board.

3. Recommended policy proposals will be placed on the Board’s agenda for a first reading and voted on after a second reading at the following meeting.

4. If the policy is adopted, the administration will inform appropriate staff members of the Board’s action. If not adopted, action appropriate to the Board’s direction will be undertaken.

5. Emergency policies may be adopted by a two-thirds vote of the Board.

6. Policies will be reviewed periodically.

Adopted 1976
Revised August 1, 1983; __________, 2017
* Also Policy #241

Corresponds to NHSBA Policies BG, GA, and BGB
Concord School District Policy #142 *
Exceptions to Policy

Unless otherwise indicated in a specific policy, exceptions to a policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

1. Any person may request an exception to any School Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.

2. The Superintendent or his/her designee shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception, and the disposition of prior requests for exceptions to the same or similar policies.

3. Following the Superintendent’s investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.

4. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exception in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill advised.

5. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

Adopted August 6, 2001
Revised July 10, 2006. Reviewed __________, 2017
*Also Policy #810
Corresponds to NHSBA Policy BGF
Concord School District Policy #143
Suspension of Policies Regarding Internal Board Operations

Those School Board policies which pertain to the internal operations of the Board are subject to suspension only upon a two-thirds vote of all members of the Board at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

Adopted ________________, 2017

Corresponds to NHSBA Policy BGF
## Enrollment Report April 2017

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**District Total**

(Not including preschool numbers)

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# Monthly Enrollment Report Summary

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